

LINCDIRE Action-oriented Scenario

SECTION 1

Part 1: Scenario Description

1) Title: Lost in a New Town

2) Overview:

You are taking part into an exchange program in the UK, but you have lost your group during a tour of the city on the first day. Now you are trying to come back to the bus station where the coach is waiting for your group, but you don't know how, because unluckily your mobile is out of work, so that you can't call or text anyone and you can't use Google Maps. The only thing you can do is to look at the paper map the guide gave you and ask for directions to local people.

3) Target learners: lower secondary school (12 y.o. students) – class 2 A

4) Languages

- **Main target language:** English
- **Other language(s) involved:** Italian

5) CEFR Level: A2

6) Main learning goal(s) (by the end of the scenario, students will be able to...):

- Familiarize themselves with features of unfamiliar towns
- Ask for and give directions with reference to common buildings, landmarks and street features in an unfamiliar town

- Suggest solving strategies to tourists in a foreign city

7) Communicative language activities expressed through Can Do statements (i.e., the “What”):

- Can chat simply others, asking questions and understanding the answers relating to most routine matters (*asking, giving directions*) (A2_OI02)
- Can write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because’ (*i.e., about directions*) (A2_WP01)
- Can understand simple directions relating to how to get from X to Y, by foot or public transport (A2_AR04)

8) Communicative competences expressed through Can Do statements (i.e., the “How”):

Linguistic (grammar/vocabulary/phonology)

- Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about *asking/giving directions* (A2_LN01)
- Pronunciation is generally clear enough to be understood but conversational partners will need to ask for repetition from time to time (A2_LN02)

Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy)

- Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message. (A2_PR02)
- Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts (A2_PR03)

Sociocultural (proximity convention, directness/indirectness)

- Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greeting rituals) (A2_SC01)

9) Plurilingual/Pluricultural dimension:

- Can use words and phrases from *different language in his/her plurilingual repertoire* to conduct a simple, practical transaction or information exchange (A2_PL01)
- Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken (A2_PL02)
- Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g., different greetings and rituals) (A2_PC01)

10) Mediation:

- Can use simple words to ask someone to explain something (A2_MC01)
- Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (A2_MT03)

11) Language learning strategies:

- Can make connections between what is already known and new expressions/vocabulary
- Can guess the meaning of a word/expression based on the context/picture/location on the map

12) Prior knowledge required:

Students need to be familiar with interrogative form, comparatives and basic directions (left, right, straight, etc.)

13) Time for scenario completion (steps + culminating task):

Preparatory Steps:

Step 1 (Have you ever lost your way?): 30 mins

Step 2 (Comparing cities): 1 hour

Step 3 (Can you help me find my way?): 1 hour

Step 4 (Let's get lost together): 1 hour

Culminating Task: Tips if you're Lost in a new town – part 1 - 1 hour

Homework: preparation of the video – culminating task - part 2

Total: 5-6 hours (homework included)

14) Resources:

- IWB to access city maps and videos
- paper, pencils and pens
- printed authentic city maps

Sample maps:

[London attractions tourist map - Things to Do - visitlondon.com](#)

[ArcGIS Web Application](#)

[City of London Web Mapping](#)

Videos for vocabulary, expressions and dialogues:

[Asking for and Giving Directions - YouTube](#)

[Asking and giving directions \(A1 PRIMARY\) - YouTube](#)

[Giving Directions | How to Give Directions | Around Town - YouTube](#)

[Asking and giving directions in English | English conversation | Learn English | Sunshine English - YouTube](#)

[Giving directions | LearnEnglish Teens - British Council](#)

French vocabulary for Step 2:

[Les lieux de la ville - YouTube](#)

https://img.over-blog-kiwi.com/1/02/92/79/20200410/ob_89fed7_ville-lieux.jpg

[indiquer le chemin - YouTube](#)

16) Potential Stumbling Blocks:

They can be disoriented when learning to give directions in a place they don't know. We can start by creating a city in the

classroom with desks and chairs and try there first.

Part 2: Scenario Development

Step	What happens	Resources (if any)
1	<p>Have you ever been lost in a new city?</p> <ul style="list-style-type: none">• Warm up to the task by asking students to share with the class a story (in Italian) about a time they got lost: <i>What did you do in that situation? Where were you? Who were you with? Which resources did they use - e.g. Online application/calling a friend/asking a stranger/a paper map?</i>• Point out that getting lost is a common occurrence and that it's important to be prepared to deal with this situation in an unfamiliar town and in the target language. Orient students to the task by explaining that they are on an exchange program in the UK and got separated from their classmates and their tour guide. They will need to find their way back to the coach, but unfortunately, their mobile is out of work.• Elicit prior knowledge of target language by asking students to explain the way to get to the nearest <i>café / tube station</i> / <i>their home</i> using a map of their town. Encourage them to use the town's landmarks, but to try to use basic expressions of directions in the target language to give instructions (e.g "Go straight. Turn left")	Student stories can be Italian. Starting from Point B, students should be encouraged to switch to English
2	Comparing cities	

	<ul style="list-style-type: none"> • Divide students into groups and distribute one map of a different unfamiliar town from all over the world (excluding the target country(ies)) to each group. On this map, there will be a list of vocabulary words and students should place these words in the appropriate location of the map. Each location will be marked using an appropriate non-linguistic icon. • As a whole class, compare differences of city centre layout and street naming conventions with maps from towns in a variety of countries. • Provide a grid to fill out with sample street names, to recognize patterns and conventions. Compare these conventions to a map of a English-speaking town. • Ask students to use their knowledge of maps and other languages to establish a plurilingual table of key vocabulary for buildings and expressions for directions. (eg. La bibliothèque/ the library / la biblioteca; gauche / left / sinistra) (see table and links in resources below. A video to accompany this section can be found in the links provided under Resources in Part 1) <p>Optional extension: as a class, discuss the ways our learning processes are like maps.</p>	
3	<p>Can you help me find my way?</p> <ul style="list-style-type: none"> • Distribute dialogues with blanks to be filled with familiar words in English • Students listen to or see dialogues with people giving and asking for directions in a city in the UK, followed by general questions which help their understanding • Students receive the script and discuss comprehension • Students identify and highlight the functional language needed to ask for and give directions • Practice mini-dialogues with these functions • Create and practice role plays inspired by the script 	

4	<p>Let's get lost together</p> <ul style="list-style-type: none"> • Students use examples of other maps provided by the teacher or found online, as well as the relevant pages in their notebooks as a basis for their role-play. Students may want to simplify these maps by focusing on a limited number of landmarks and streets in the city centre. They then practice creating role plays using this map and varied scenarios with problem solving situations (eg. A person doesn't know the city well, someone sends them to the wrong place, they need to take the bus, someone can't hear very well.) 	
5	<p>Culminating task: Tips if you're lost in a new Town</p> <ul style="list-style-type: none"> • The students revise their previous activities and the language used • In groups they think about the strategies used to solve the problem • Each group writes down a list of the tips to give to someone lost in a new city • The groups, then, prepare the scripts for a short video with the top tips when lost in a new city like London or Naples 	
6	<p>Follow-up/homework: Video creation</p> <ul style="list-style-type: none"> • Students can be encouraged to use vocabulary about landmark names and streets from different countries and to think about differences between places. • Students work together to prepare the videos in group and find the best tips according to the town mentioned. 	

Part 3: Observation Checklist (to be used for the culminating task) (for teachers)

By the end of this task _____:

name of student

Communicative language activities	by themselves	with help	not yet
Can chat simply others, asking questions and understanding the answers relating to most routine matters (<i>asking, giving directions</i>) (A2_OI02)			
Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because' (<i>i.e., about directions</i>) (A2_WP01)			
Can understand simple directions relating to how to get from X to Y, by foot or public transport (A2_AR04)			
Communicative competences	by themselves	with help	not yet
Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about <i>asking/giving directions</i> (A2_LN01)			
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message. (A2_PR02)			
Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greeting rituals) (A2_SC01)			
Plurilingual and pluricultural competences	by themselves	with help	not yet

Can use words and phrases from <i>different language in his/her plurilingual repertoire</i> to conduct a simple, practical transaction or information exchange (A2_PL01)			
Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken (A2_PL02)			
Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g., different greetings and rituals) (A2_PC01)			
Ability to learn	by themselves	with help	not yet
Can make connections between what is already known and new expressions/vocabulary			
Can guess the meaning of a word/expression based on the context/picture/location on the map			
Mediation	by themselves	with help	not yet
Can use simple words to ask someone to explain something (A2_MC01)			
Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (A2_MT03)			

Part 4: Language Learning Self-Assessment Checklist (for students)

Scenario: Lost in a new town

These are the things I will be able to do by the end of this scenario (the teacher will insert the descriptors, they may want to tweak/simplify their formulation to make them more transparent for students, and more age appropriate too):

What I can do in the language I am learning	by myself	with help	not yet
I can chat simply with friends, asking simple questions and understanding the answers.			
I can write simple sentences using words like 'and,' 'but' and 'because'.			
I can understand simple directions of how to get from X to Y, by foot or public transport.			
Quality of the language I use	by myself	with help	not yet
I can use simple sentences and phrases about asking and giving directions.			
I can communicate what I want to say when the conversation is simple and familiar.			
I can recognize and use simple greetings and actions used in everyday life.			
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
I can use words and phrases from another language that I know to simply exchange information.			
I can use a word from another language that I know in an everyday situation when I cannot think of the right word in the language being spoken.			
<ul style="list-style-type: none"> I can recognize and use simple greetings and actions used in everyday life. 			
My ability to learn	by myself	with help	not yet
I can make connections between what I already know and the new expressions/vocabulary that I'm learning.			
I can guess the meaning of a word/expression based on the context/picture/location on the map.			
My space for free reflection			

