**THE TEACHING TOWN MAP**

1. **Objective**

Students will make use of the vocabulary about the places of a city and how to give directions by using the teaching town map. It will help us, teachers and students, because is a visual aid for the learning of new vocabulary in an interactive way in a real-life context.

1. **Rationale**

The teaching town map is useful for the presentation of new vocabulary as well as it’s practice because it is attractive and students can easily relate the new vocabulary inferring its meaning through its visual representation. Besides this, it can be recyclable and used in many ways with different topics and skills. It is effective because students can practice the vocabulary repeatedly and it helps to implement many different activities using the same aid. It is also attractive because it is colorful, big enough for all students to see it clearly, and to make them feel involved in the activity. the main characteristics of this tool are that: the buildings of the town are removable, so students can modify it to create their own town. Moreover, the buildings can be used as flashcards to present the vocabulary about the most common places of a city, such as a school, hospital, bank, park, restaurant, fire station, police station, movie theater, church, supermarket, and library. It is also erasable for the students to draw a variety of routes to reach certain places on the map.

1. **Ss’ profile**

This tool can be used by children of different ages, as they can be modified to their abilities and their level of English. It can be used by both genders. This tool could be used to teach children who live outside of the city, but it wouldn’t be meaningful for the student because the context is not useful for them. It can be used by any social status as long as the learners have notion of the existence of these buildings. The students have to be responsible, respectful, active participant of the class and be able to work in a team. Students have to use their background knowledge as a basis for these activities and the aptitudes depend on the complexity of the activity. The motivation of collaborating with others, participating in the class, doing dynamic activities and having the freedom of working independently from the teacher. Some of the learning styles this material works best with are visual, kinesthetic, auditory, and interpersonal.

1. **Vocabulary/Grammar/Language function**

Skill: Listening and Speaking

Vocabulary: Places in a city

Grammar: To give directions (Imperatives and Prepositions of direction)

Language function: To talk about how to get to certain places in a city

1. **Main activity**

-Present the vocabulary of the city using the flashcards (places the map of the city has that are removable)

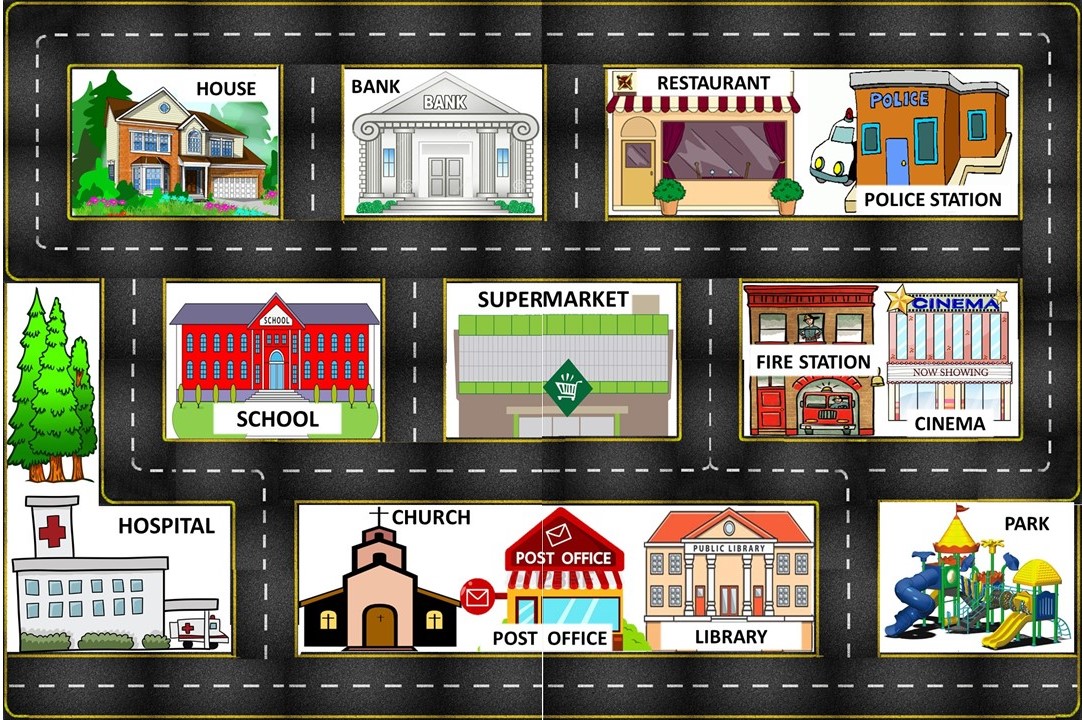
- then students will past them as they want and the teacher will ask them to give her the directions to arrive to a certain place.

1. **Techniques/Strategies:**

Group work, paying attention, Organizing, Self-monitoring, cooperating with others, associating, placing new words into a context, using imagery, repeating, combining, getting help, using mime or gestures.

1. **Other purposes (3)**

* To practice verbs
* To practice professions
* Wh- questions

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