

# Excuse me. Where's the bank?

Excuse me. **Where's** the **bank**?

Go down **this** street to the **corner** and **then turn right**.  
Go down **that** street to **Main** Street and **then turn left**.  
When you **get** to the **park**, you'll **see** it on the **right**.



**Did** you say...

I go down **this** street to the **corner**  
and **then turn right**.

I go down **that** street to **Main** Street  
and **then turn left**.

When I **get** to the **park**, I'll **see** it on the **left**?

**Right.**

**Left?**

No, **right!**

Not **left?**

**Go right!**

Oh, **right!**



## Where's the bank?

This is a chant, similar to *Jazz Chants*, created by Carolyn Graham and published by Oxford University Press. It helps students learn the rhythm of English and, in this case, key phrases used to give directions.

It can be used to supplement the directions units in *English Firsthand* (EFSuccess, unit 4 and EF1 unit 5). A slide show to go with it is available in both PDF and PPT formats at [www.efcafe.com](http://www.efcafe.com) in the Teacher Extras area. (This is created on a Mac. PC users sometimes can't see the artwork work without downloading extra software. In that case, just use the PDF as you would a PowerPoint show).

### Lesson Plan:

1. Before class, practice reading the chant in a rhythmic way. The **bold** syllables are stressed. Make copies of the chant for each person.
2. (Optional) introduce the idea of a "jazz chant" by writing the "jazz chant" on the board. Ask students what makes jazz special. (A: the rhythm."). Point out that a chant is somewhere between speaking and singing. Examples are the chants that students might hear at religious places (temples, shrines, churches, mosques, etc.).
3. Snap your fingers, clap your hands or tap your desk in the rhythm of the chant. Encourage your students to do the same. As they do, demonstrate the chant. If you are using the slide show, progress through it as you go.
4. After the students have heard the chant, have them practice reading/saying it in rhythm.
5. Have them practice several times. To keep things interesting, use some of these variations:
  - Half the class is A (the person asking). The other half is B. Everyone practices together.
  - Students practice in pairs, A and B.
  - Everyone gestures with their hands on "left" and "right"
6. (Optional). If you are using the slide show, after they've done it a few times, use the "pictures only" (no words) section of the slide show as cues. Students are often surprised at how quickly they can do the chant without reading the words. If you aren't using the slide show, you can write words or draw simple pictures for the following to use as cues: *(turn) left, (turn) right, bank, corner, "Main Street", park.*