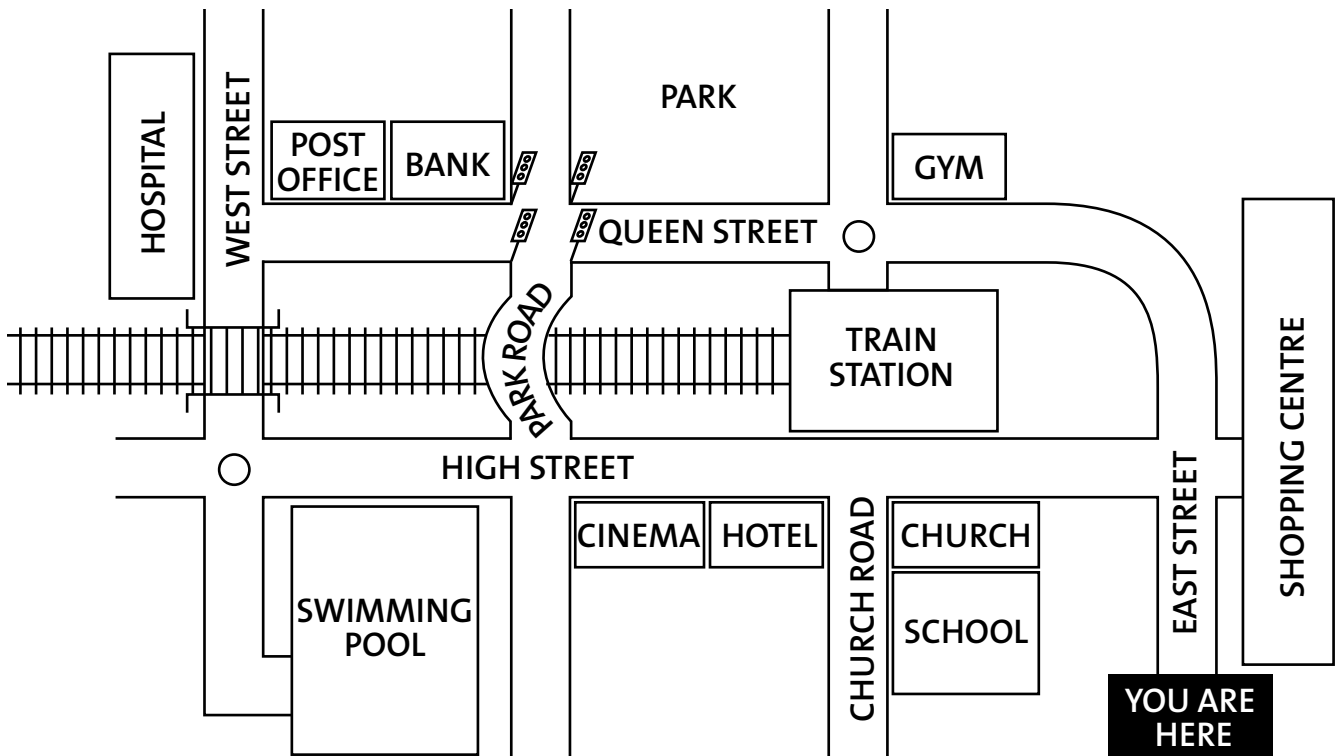


Functional Language Practice: Asking for and giving directions

1 Look at the map and complete the dialogue with the phrases below.



You're welcome. on the corner Go over the bridge turn right at the crossroads Go along East Street
Can you direct me to the post office, please? It's on your right. turn left at the traffic lights

Joe Excuse me. ¹_____

Hannah Sure. ²_____ and ³_____ into High Street. Go along High Street and
⁴_____ into Park Road. ⁵_____ and turn left ⁶_____ into
Queen Street. The post office is ⁷_____, next to the bank.

Joe Is it on the right or left?

Hannah ⁸_____

Joe Thanks very much.

Hannah ⁹_____

2 Work in pairs. Act out the dialogue.

3 **SPEAKING** Work in pairs. Ask and answer questions for directions to the places below. Use the dialogue in exercise 1 to help you. Practise your dialogues and then act them out to the class.

Student A: You want to go to:

- the train station
- the bank
- the hotel

Student B: You want to go to:

- the hospital
- the gym
- the swimming pool

5 Functional Language

Practice: Asking for and giving directions

Aims: To review and practise language for asking for and giving directions. This draws on the language in lesson 5G.

Time: 15–20 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to look at the map. Draw their attention to the 'You are here' label.
- Students work individually or in pairs to complete the dialogue with the phrases in the list. They will also need to follow the directions on the map.
- Check answers with the class.

KEY

- 1 Can you direct me to the post office, please?
- 2 Go along East Street
- 3 turn left
- 4 turn right at the crossroads
- 5 Go over the bridge
- 6 at the traffic lights
- 7 on the corner
- 8 It's on your right.
- 9 You're welcome.

Exercise 2

- Students read out the dialogue in pairs. Make sure they swap roles after the first reading.
- With a **stronger class**, you could write key phrases from each line on the board and ask students to do it by looking only at the map, and not at the dialogue.

Exercise 3

- Students work in pairs. They should use the map in exercise 1. Remind them to use the dialogue in exercise 1 to help them prepare their dialogue.
- Give them plenty of time to practise their dialogues.
- Ask a few pairs of students to perform their dialogues in front of the class.