



Directions inside a building

Skills and curriculum references

Sc/E2.2e	Ask for directions and instructions
Sc/E2.3e	Give directions and instructions
Lr/E2.2b	Listen to detail and respond, in face-to-face situations
Lr/E2.4a	Listen to, follow and respond to explanations, directions and instructions

Topic/function

Asking for and giving directions inside a building and clarifying by checking back.

Rationale

Care workers working in unfamiliar surroundings need to be able to ask for and follow directions. Similarly, if a visitor (like a relative or doctor) asks for assistance, the care worker should be able to respond appropriately.

Grammar focus

In order to complete this unit, learners need to know the prepositions of place ('on', 'in', 'at', 'under', 'next to', 'opposite', 'in front of' and 'behind'). They will add others used in giving directions ('past', 'before', 'at the top of', 'at the bottom of', 'along', 'straight ahead', 'to/on the left/right').

List of materials

The following materials accompany this unit:

- Photocopiable learner's materials – pages 3.4–3.8.

Teachers may like to enlarge the plans on sheets A and C to A3 size, or put them onto overhead projector (OHP) acetates and use with a plain overlay and coloured pens.

Sequence of activities

Introduction

- 1 Ask learners a few quick questions to revise simple prepositions of place, like 'in', 'on', 'under', 'next to' and 'opposite', for example:
 - 'Where's the wastepaper bin?' – 'In the corner.'
– 'Under the table.'
 - 'Where are your keys?' – 'In my pocket/bag.'
– 'On the table.'
 - 'Who's sitting opposite Mario?'
 - 'Who's sitting next to Parveen?'

Practising directions

2 Elicit polite question forms by asking learners how they would ask a stranger for directions. Examples of these forms include:

- 'Excuse me. Is there a bank near here?'
- 'Excuse me. Do you know where the post office is?'
- 'Can you tell me where the post office is, please?'
- 'Could you tell me the way to the station?'

Next, ask learners for directions to somewhere they all know, for example:

- 'How do I get to the office from here?'

Elicit clear directions, giving help where necessary, and clarify by repetition:

- 'So, I go along the corridor, up the stairs and it's straight ahead.'

Note that American English uses 'first floor' for British English 'ground floor'. Be ready to explain the difference.

3 Distribute copies of sheet A to learners. Ask them to look at the plan on sheet A and match the questions and answers. The answers are 1d, 2a, 3b and 4c.

Some learners have problems understanding diagrams, or left and right. Extra practice can be given by putting people in pairs and getting them to make up a few simple questions of their own to ask each other. The teacher can monitor the learners and give help where necessary using a different plan, if possible, to keep interest fresh.

4 Distribute copies of sheet B to learners. Practise saying the example sentences, so that learners gain fluency in set expressions such as 'round the corner', 'at the bottom of the stairs' or 'just past the office'.

5 Distribute copies of sheet C to learners. Read out some or all of the statements below, speaking at normal speed. Ask the learners to label the places or things that are mentioned on their plans, perhaps using the first sentence as an example. Explain that they will hear the information once only. This reflects real-life situations. Ask how many they think they managed to get right: then, read through the statements again for learners to check their answers.

Check that everyone has the right answers, as the information needs to be accurate for the next activity. Answers are shown in brackets below.

- a** Reception is by the main entrance, on the right. (R)
- b** The visitors' toilets are in the hall, at the bottom of the stairs. (Square room next to stairs)
- c** There's a piano in the lounge, by the window. (Rectangular shape near the window)
- d** The broom cupboard is in the kitchen, just by the back door. (Rectangle next to the back door)
- e** There's a bucket in the cupboard next to the fire extinguisher, by the lift. (The small rectangle next to F)
- f** The door to the garden is at the far end of the corridor. (Door at the top, directly opposite T)
- g** Turn right when you get out of the lift upstairs. You'll see two doors and Mrs G is in the room on the right. (Room on the left, next to the bathroom)
- h** When you get to the top of the stairs, go past the lift, through the sitting area and the treatment room is straight ahead. The chiropodist is in there now. (Self-explanatory)

- 6 Cut up copies of the game cards from sheet D (pages 3.7 and 3.8) and put the cards face down in the middle of the group. (In a large group, this may be better done in threes or fours to ensure plenty of speaking practice for everyone; however, this is harder to monitor.)

Learner A should take a card from the pile and then ask the question. Learner B gives the answer and learner A clarifies the directions by repeating them correctly. Teachers can give names to the residents or leave the letters as alphabet practice.

Extension and differentiation

If learners are from the same care home or hospital, they can ask each other questions they have been asked, or that they have asked themselves, to make the situation more authentic. If someone is new, they may have genuine enquiries to make.

Use one or two of the game cards as the scenario for role play, for example Mrs G in the wheelchair:

- What clothes will she need if she is going to be outside?
- What book or writing materials might she like?
- What time of year is it and what is the garden like?

Learner A could be the carer, learner B could be Mrs G and learner C could be another resident, the care home manager or a visitor.

Initiate a discussion. Do the learners know the position of all the fire exits? How will they get residents downstairs if the lifts are out of action?

Use this to practise the first conditional ('If you go...you'll see...').

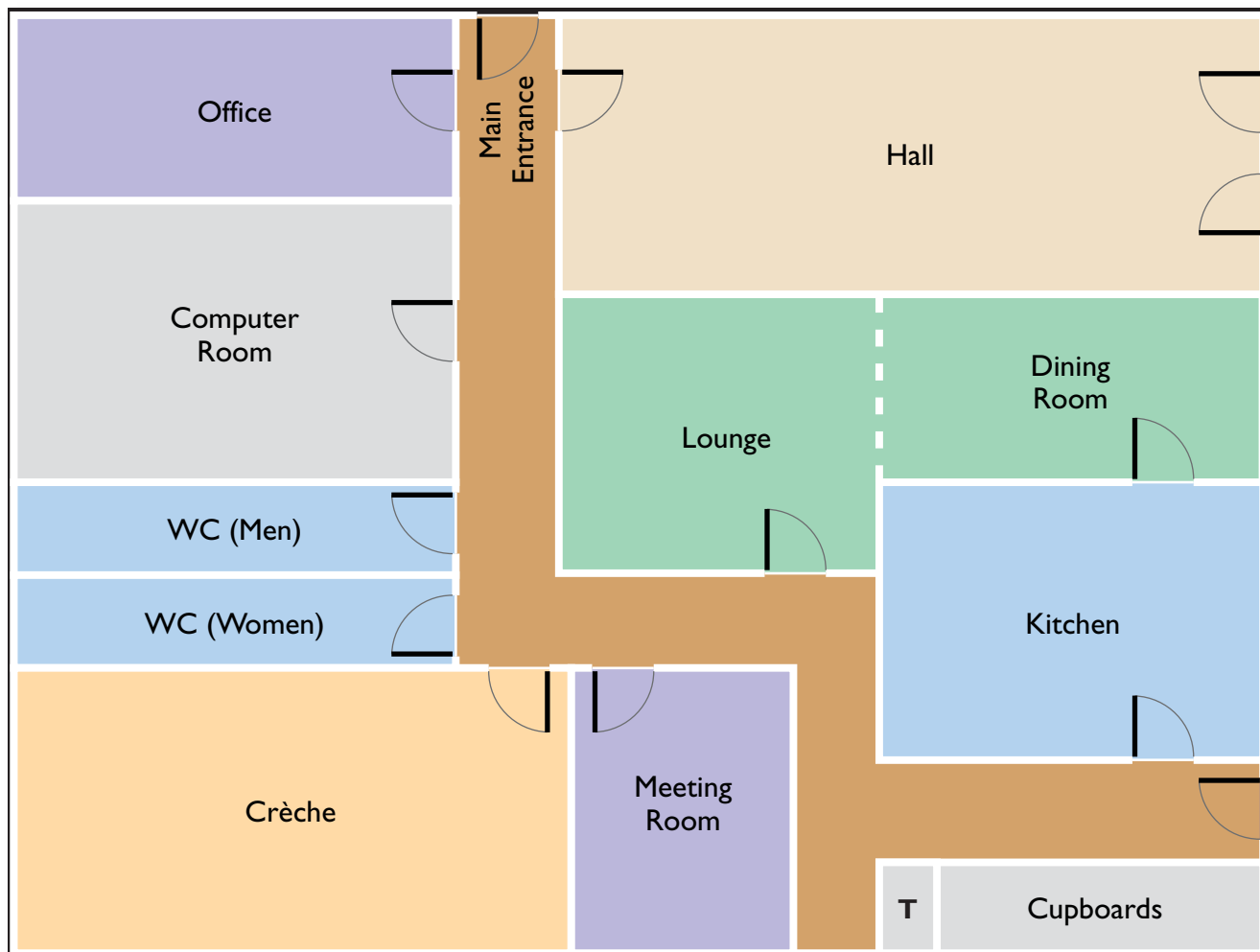




Directions inside a building

Name _____

Questions and answers



T Telephone Door WC = Toilets

Match the questions and answers below.

- 1 'Where is the computer room?'
 - 2 'Excuse me, where are the men's toilets?'
 - 3 'Can you tell me where the public telephone is, please?'
 - 4 'How do you get from the main entrance to the crèche?'
-
- a 'They're just past the computer room.'
 - b 'It's at the end of the corridor, opposite the kitchen.'
 - c 'Go along the corridor and it's the door straight ahead, next to the toilets.'
 - d 'Next to the office, opposite the lounge.'



Directions inside a building

Name _____

Saying where something is

next to	behind	upstairs	opposite	on top of
in	under	on	in front of	downstairs

For example:

- 'Where's the public telephone?' – 'Opposite the office.'
- 'Is there a lift?' – 'Yes, next to the front door.'

Naming the place

on the left/right	at the bottom	at the end
at the top	to the left/right	

With these directions, 'of' is needed if you name the place, for example:

- 'It's at the top of the stairs, to the left of the bathroom.'
- 'The lift's at the end of the corridor.'

Giving more detail

past	before
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For example:

- 'You'll find her room on the left, past the lift.'

The word 'just' is often used when meaning 'a little bit':

- 'You'll see his room on the right, just next to the dining room.'
- 'The toilets are on the left, just before (you get to) the dining room.'
- 'It's just past the office. You can't miss it.'

How to give directions

along the corridor	round the corner
down/up the stairs	past the office

For example:

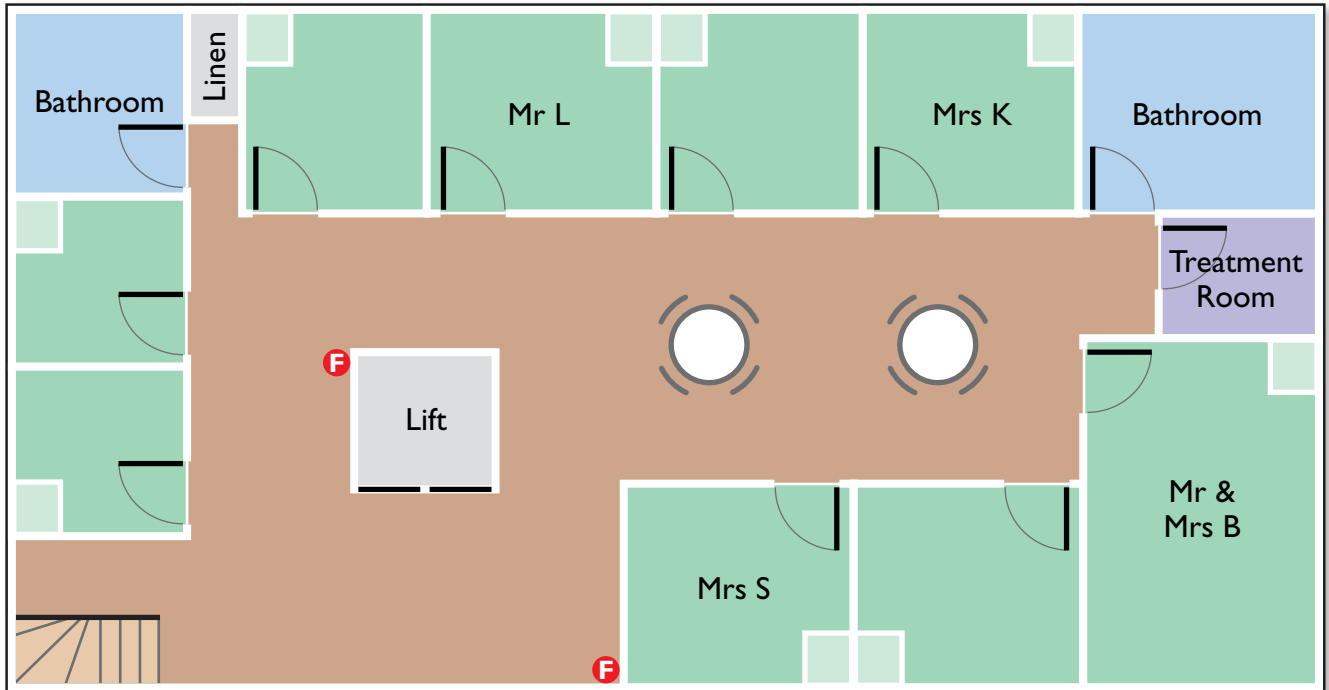
- 'Go along here, round the corner and it's on the right, at the bottom of the stairs.'
- 'You go along here, down the stairs, and it's straight ahead (of you).'
- 'If you go along here, you'll see his room on the left, just past the bathroom.'



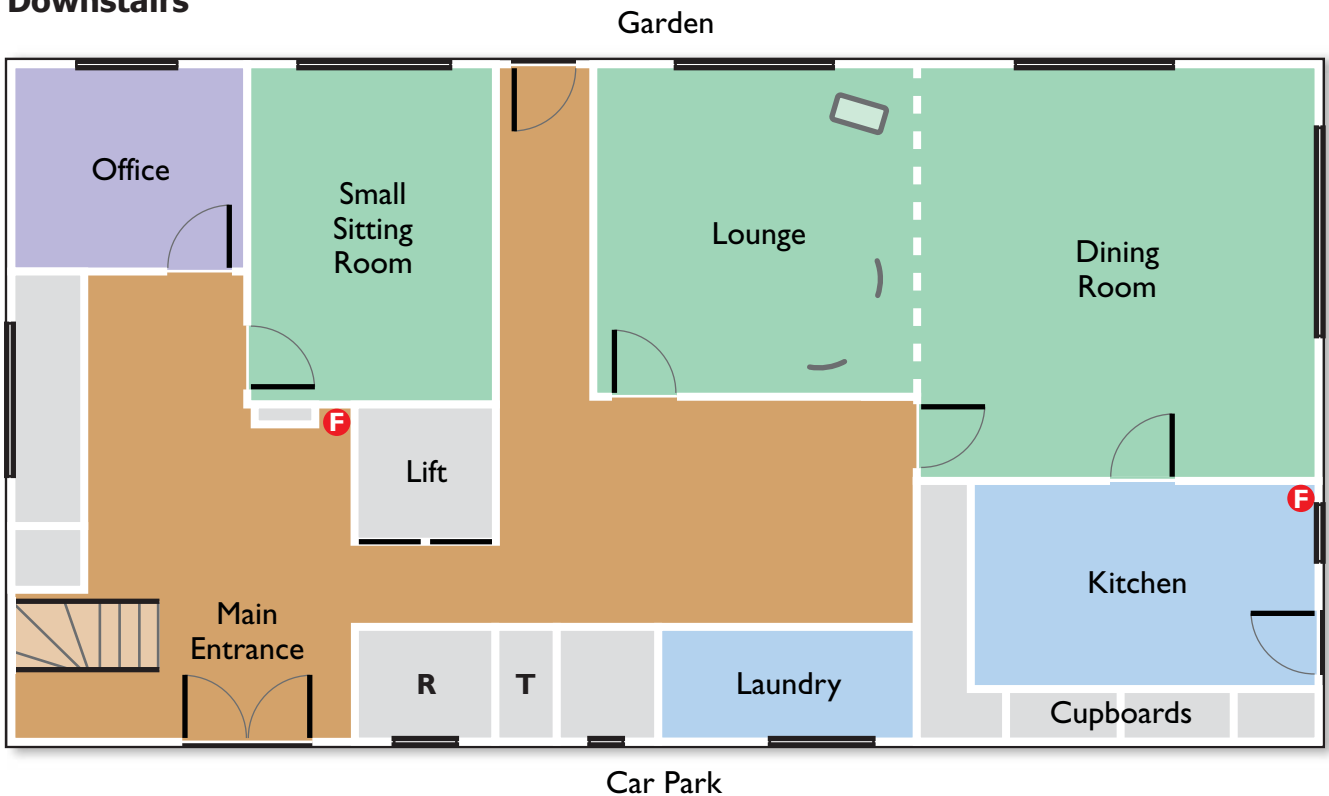
Directions inside a building

Name _____

Upstairs



Downstairs



Sitting area



Fire extinguisher



Telephone



Door



Stairs



Reception



Directions inside a building

Game cards



A delivery man needs to get to the kitchen. What does the receptionist say?

Mrs K's visitor doesn't like using the lift. How will she get to Mrs K's room from the main entrance?

Mrs B is going to the art class in the dining room. How does she get there from her room?

The housekeeper wants the new care assistant to take the bed linen from the laundry room to the linen cupboard upstairs. What does she say?

Mr L has a visitor. How does the visitor get to Mr L's room from reception?

The writing group is meeting in the small sitting room. How will Mrs K get there from her room?



Directions inside a building

Game cards



The care home manager wants to check the weekly menu. How does she get to the kitchen from her office?

The ambulance men need to collect Mr B from the bathroom next to Mrs G. Direct them there.

Mrs S wants to make a telephone call. How does she get to the public telephone booth from her room?

Mrs G is in her wheelchair. She is going to sit in the sunshine in the garden. How will she get there from her room?

Mr and Mrs B are having coffee in their room with their son. How will the care assistant get from the kitchen to their room?

The care home is having a garden party to raise funds. How will visitors get from the car park to the garden?