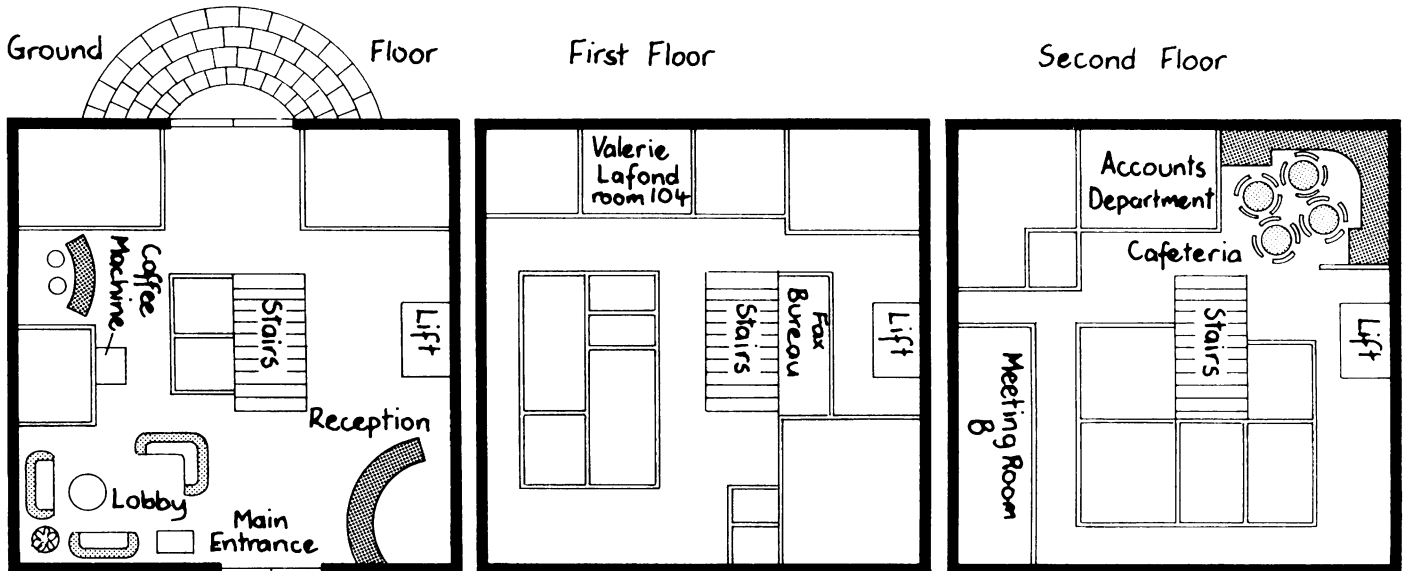


14 Finding your way

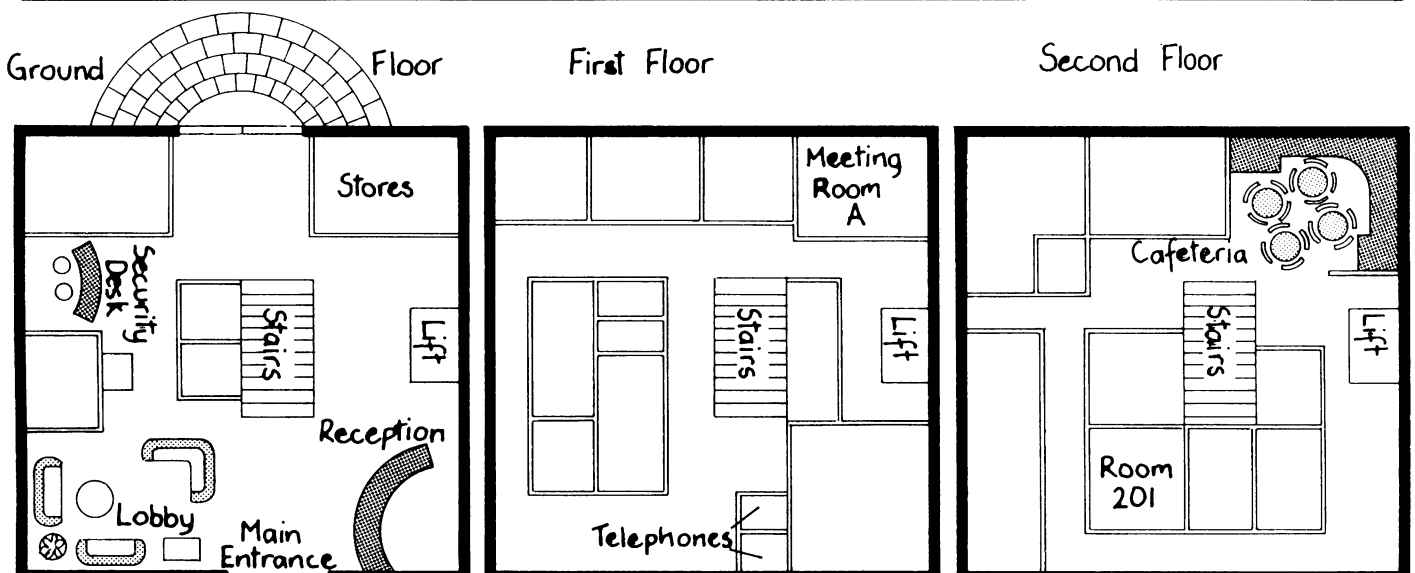
**Student A**

- 1 You are at reception. You want to know where you can get a security pass.
- 2 You are at the security desk. You want to know where meeting room A is.
- 3 You are in meeting room A. You want to know where the stores are.
- 4 You are in the stores. You want to know where the telephones are.
- 5 You are next to the telephones. You want to know where room 201 is.



**Student B**

- 1 You are at reception. You want to know where Valerie Lafond's office is.
- 2 You are in Valerie Lafond's office. You want to know where meeting room B is.
- 3 You are in meeting room B. You want to know where the coffee machine is.
- 4 You are next to the coffee machine. You want to know where the fax bureau is.
- 5 You are outside the fax bureau. You want to know where the accounts department is.



**Teacher's Notes**

*Finding your way*

**Worksheet**

**14**

**ACTIVITY**

Pairwork: speaking

**AIM**

To ask for and give directions in and around an office building.

**GRAMMAR AND FUNCTIONS**

Asking for and giving directions: *Could you tell me where... is?*  
*Could you tell me how to get to...? Go past, go up, turn left*

**VOCABULARY**

Parts of an office building: *lift, stairs, cafeteria, reception, lobby, fax bureau, stores, meeting room, ground floor, first floor, second floor*

**PREPARATION**

Make one copy of the worksheet for each pair of students in the class. Cut out Student A and Student B sections as indicated.

**TIME**

25 minutes

**PROCEDURE**

- 1 To model the activity, ask students how to get to various parts of the building that you are in.
- 2 Ask the students to work in pairs and divide them into Student A and Student B. Give each student the appropriate part of the worksheet.
- 3 Tell the students to read the instructions at the top of their worksheet and to study the diagram for a few minutes.
- 4 Explain that, in their pairs, they are going to ask their partner for directions to the places they need to find.
- 5 When their partner has directed them to the specified place, they should mark it on the diagram.
- 6 When they have finished, ask them to choose an empty room as their 'own' office and to mark it on the diagram, without showing their partner.
- 7 Then tell the students to direct their partner to the place they have marked as their office.
- 8 When they have finished, ask the students to check if their partner is in the correct place.