



ASKING FOR & GIVING DIRECTIONS

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PDF 4 – Real-Life Directions

This time, imagine you are **not using a map**.

You need to explain how to get somewhere in a real place.

1. Explain the Route

Choose one situation.

Situation A – At School

A new student asks:

“Excuse me. How do I get to the headmaster's office?”

You need to explain the route.

Think about:

- where the student starts
- which corridor they use
- where they turn
- what they pass
- where the office is

Explain the route to your partner.

2. Make Your Directions Better

Look at these directions.

A

“Go there. Turn left. It's over there.”

Is this clear?

Yes / No

Why?

B

“Walk down the corridor. Turn right at the library. Go past the teachers' room. The headmaster's office is the second door on your left.”

Is this clearer?

Yes / No

Why?

Situation B – Finding the Canteen

A visitor asks:

“Could you tell me where the canteen is?”

Give clear step-by-step directions.

Try to mention at least three things they will pass.

Situation C – At a Shopping Centre

A customer asks:

“Where's the customer service desk?”

Explain the route.

Situation D – At a Hotel

A guest asks:

“How do I get to the swimming pool?”

Explain the route from the reception area.

3. The Three-Part Rule

Good directions usually include:

1. ACTION

“Go straight ahead.”

2. LANDMARK

“Go past the library.”

3. DESTINATION

“The office is on your right.”

Now make your own directions using all three.

Place: _____

Action: _____

Landmark: _____

Destination: _____

Now say the complete directions to your partner.

4. The Visitor Challenge

Work in pairs.

Student A

You are a visitor.

You need to find:

- the headmaster's office
- the canteen
- the sports field

Ask for directions.



Student B

You know the school.

Give clear directions.

Then change roles.

Important: Don't point. Use English to explain the route.

REAL ENGLISH BOX

When you don't know exactly where something is, don't just say:

“It's there.”

Try:

“It's just past the library.”

“It's at the end of the corridor.”

“It's the second door on the left.”

“You'll see it on your right.”

Specific landmarks make directions much easier to follow.

Teacher Key

Sections 1–4 are speaking activities.

Section 2:

A – No.

B – Yes.

The important idea is that clear directions should include specific actions and landmarks.