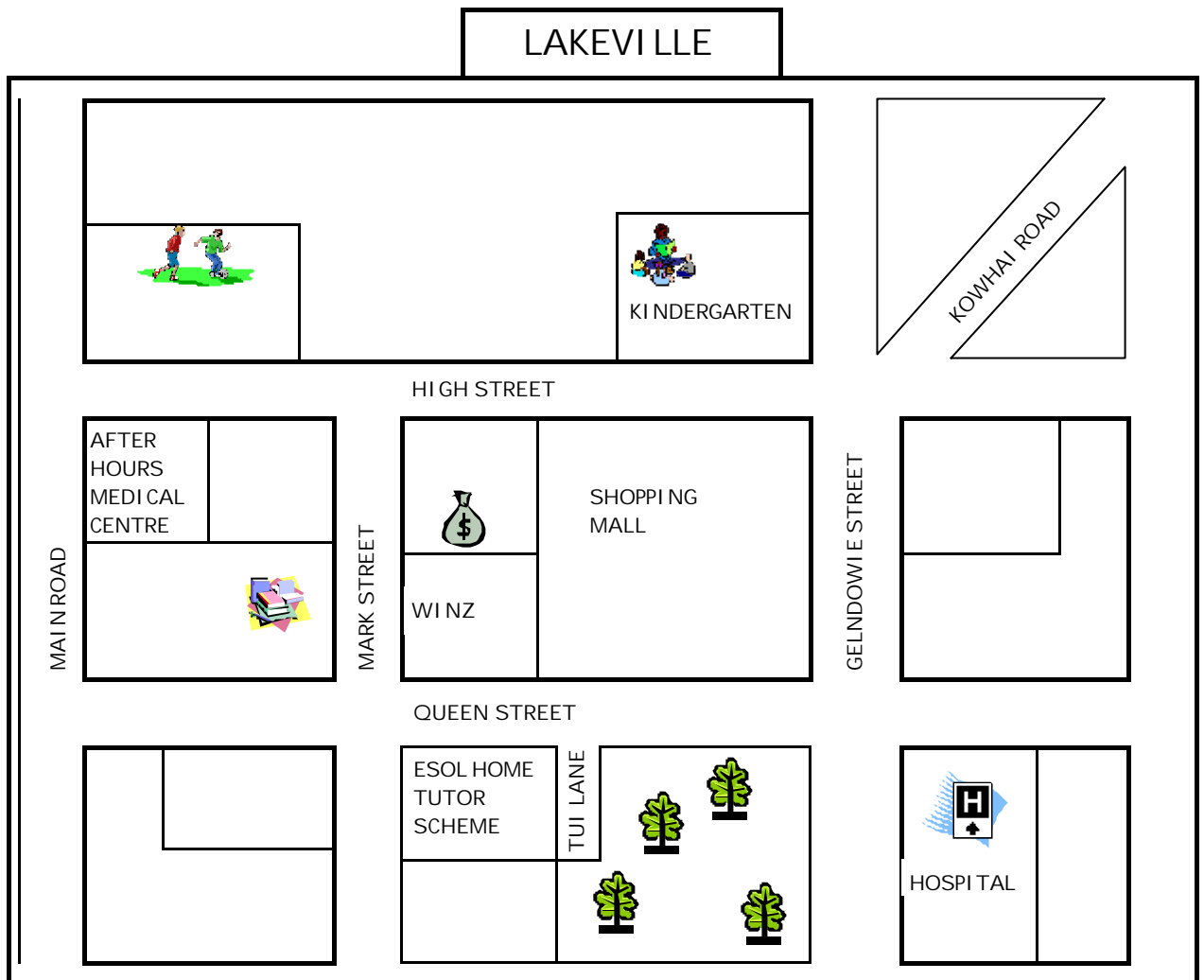


# Finding our Way

## Where's the bank?

## Map A

Here is a map of Lakeville. It isn't complete. You need to work with a partner to finish the map.



Talk to your partner to complete the map. There are twelve places to mark. Your partner has different places marked on their map.

Here are some clues:

- The community Centre is on the corner of Queen Street and Mark Street. It is opposite the ESOL Home Tutor Scheme.
- The bank is on High Street next to the Shopping Mall.
- The library is on Main Road, one block from the school.

### Using this resource:

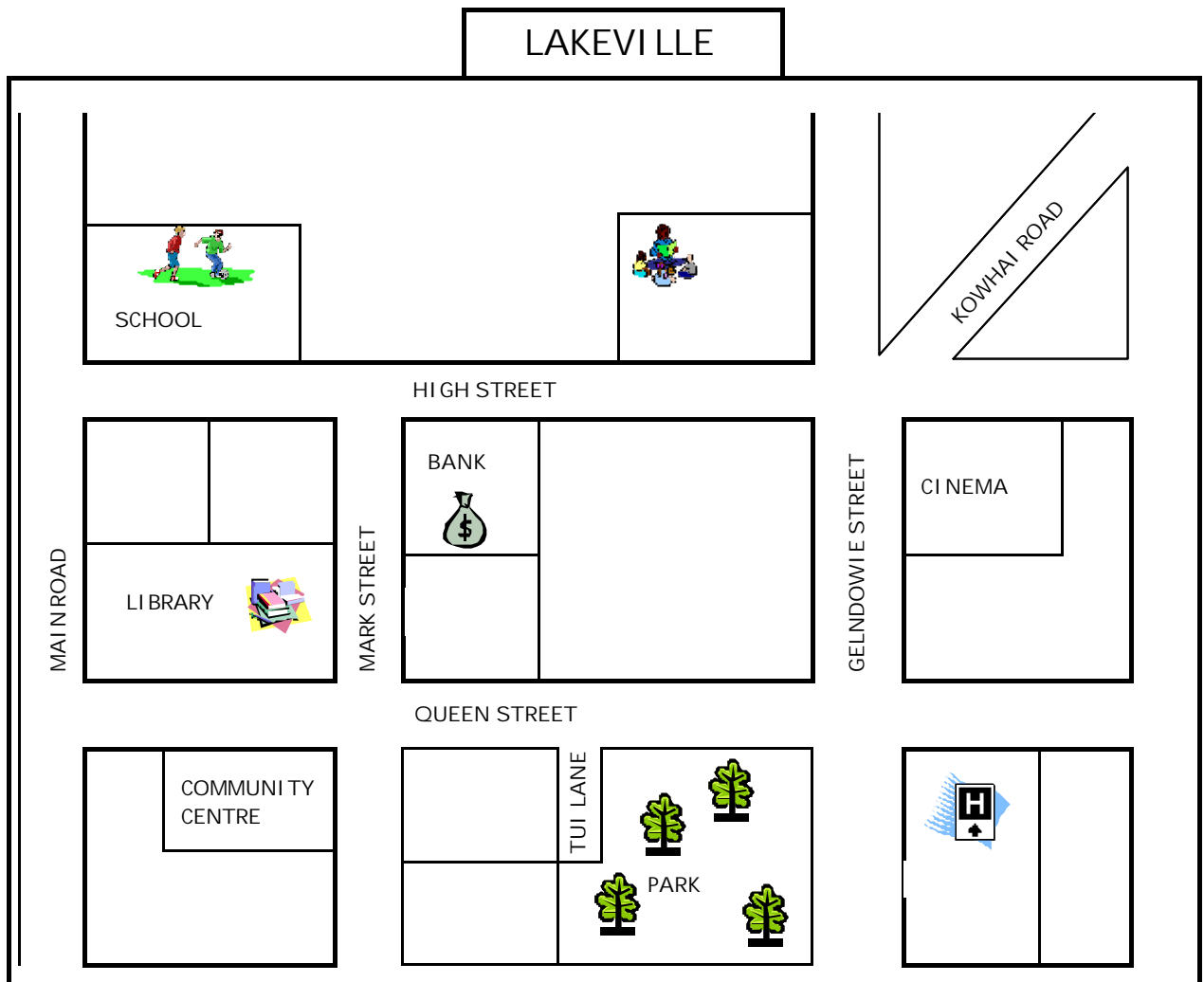
There are two different maps, A and B. Neither map is complete. (A complete map is on the third page of this insert if you need it). Choose from the following activities according to your learner or group of learners.

- Give out copies of the map and have the group with map A work together to fill in the places mentioned in the clues. Have group B do the same for their clues. Then each member of group A works with a member of group B to complete the map. A and B should not see each other's maps.
- To make it harder, eliminate the clues and the pictures before you photocopy.
- To make it easier, give the vocabulary they will need and an example. Encourage the use of the pictures.
- If you work 1-to-1 you can be A and your learner B.

# Where's the bank?

# Map B

Here is a map of Lakeville. It isn't complete. You need to work with a partner to finish the map.



Talk to your partner to complete the map. There are twelve places to mark. Your partner has different places marked on their map.

Here are some clues:

- The Hospital is on the corner of Glendowie Street and Queen Street. It is opposite the park.
- WINZ is on Mark Street, opposite the library.
- The ESOL Home Tutor Scheme is on Mark Street, one block from the bank.

## Extension activities:

- Try quizzes like: Guess where I am—"I am on High Street, opposite the shopping mall."
- Ask for simple directions: E.g. A: "I am in the park. 'Excuse me, how do I get to the school?'" B: "Go along Queen Street. Turn right into Mark Street and then left into High Street. The school is across the road."
- Draw a map of your neighbourhood and mark some important places.
- Have your learner(s) practice giving directions to their house as well.
- Use a real map and practice finding places and saying where they are. Often Information Centres will give away free maps of the city centre for you to use in your session.

# Can you tell me where...?

Here are some dialogues between a person who is lost and a person who is asked to help them.

A: Excuse me, where is the library?

B: It's over there, near the carpark building.

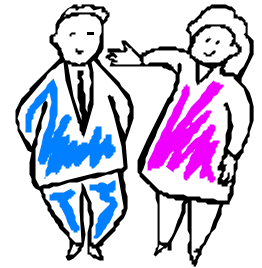
C: Excuse me. Could you tell me where the ANZ bank is?

D: It's near the New World supermarket on Elizabeth Road. Take the first left, then turn right at the lights and you can't miss it.

C: First left, then right at the lights.

D: That's right.

C: Thank you.



E: I'm sorry. Do you know where the St John's Community Centre is?

F: St John's. Let me see. Do you know Needham Park?

E: Where the children's playground is?

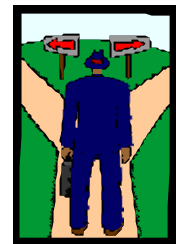
F: Yes. Just opposite that is Fulham Road and St John's is on Fulham Road near the dairy.

E: Thank you so much.

G: Excuse me. Do you know where Jalena Street is?

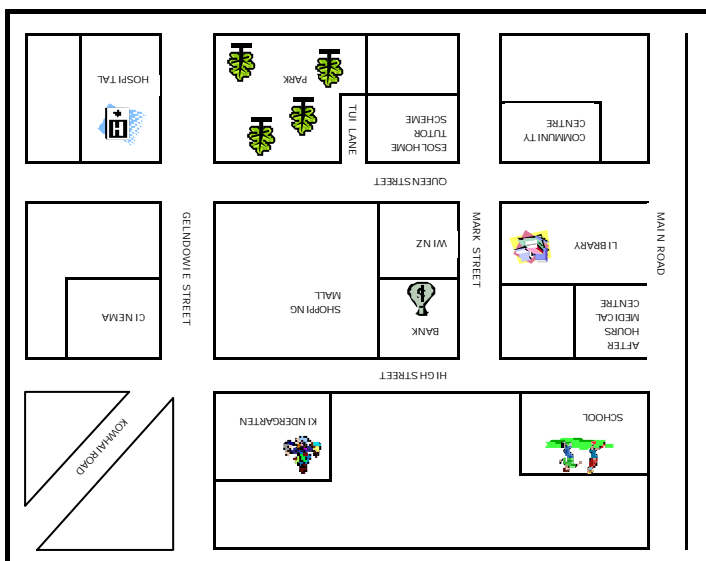
H: No, I'm sorry, I don't.

G: Thanks anyway.



Discuss these questions with a partner:

- Have you ever been lost?
- Did you ask for directions?
- Were you able to find the place you wanted?



## Using this resource:

- Tape the dialogues, using two voices if you can.
- Prepare your learner by telling them what they will listen to. You may want to give the name of the place or part of the answer to help them.
- Listen several times to give your learner a chance to understand.
- Show your learner the transcript and listen again if you want to.
- Practice using places in your neighbourhood. Then practice on a field trip.

# I'm lost

Here's a story about someone who gets lost. Read it and then discuss it with your tutor.

I had only just arrived in Finland and I was staying at a hostel in the centre of Helsinki. It was a few years ago and I was quite fit as I had been doing a lot of exercise. I decided to go out for a run so I drew a map on my arm with the help of the receptionist. I thought that I understood and would be back in half an hour or so. I didn't know much Finnish at the time so I was relying on the map to get me back safely.

It was a warm day so I took some water and started running. I headed off confidently and was enjoying the view when I realised I should get back. I looked at my map but to my horror it had melted magically as I perspired. The map was a mess and I was lost.

I tried asking several people for help but no-one knew my language. I saw a bus that had the suburb I was staying in written on it so I took that one. I felt as if everyone was staring at me in my running clothes. I sat down and looked out the window for my hostel. It was getting dark and I never saw my hostel so I did not get off. Finally, the bus stopped, everyone got off and the driver said something to me. I didn't understand. I was beginning to panic. I said the name of the street and the hostel to the bus driver but my pronunciation wasn't very good and he just started talking louder. I gave him some money for the fare and took the bus back. Luckily for me I saw the street sign this time and got off the bus. I still had to walk about four blocks before I got back and I was tired and cold by that time. It's the last time I ever go out without a map.



## Using this resource:

- This is for use with intermediate learners. Talk about the topic a little and then ask your learner to read silently. You may even want to leave it as home work. Encourage them to try to understand the idea even if they do not understand every word.
- After your learner has finished you could clarify any words they did not know. Encourage them to guess the meaning first.
- Ask them to retell the story in their own words.
- You may want to focus on a specific grammar point like the past tense.
- Ask your learner if they have a story about a time they were lost. You should have one ready to tell too.
- As a final stage you may want to write your stories. Encourage your learner edit their story, looking for any mistakes they can correct.