



# DIRECTIONS AND WORKPLACE AREAS

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Next to, across from, behind

**Language/Culture Point:** Using multiple prepositions to describe where something is located.

**Objective:** Students will be able to identify common workplace areas and give their location.

**Materials:** Student pages

**Preparation:** Lesson 12 requires the instructor to create a scavenger hunt for students to use in their group work. This scavenger hunt will be specific to the business. You will make a list of places in the building for students to find and write their location. These should be places students may commonly be asked about by customers or coworkers, or places that are important to the students. Examples are included in step six.



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes		- Brainstorming

### TEACHING ACTIVITY

1. Draw a diagram of the students' workplace on the board. Start by naming the room that your class is in and build from there.
2. Ask the students if they know what it is.
3. Ask them to identify different places.
4. Write in their responses. Include any important workplace areas not already on the diagram.



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### **STEP 2: MINI-PRESENTATION WITH PROMPT**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Diagram of workplace	- Using pictures (diagram)

#### **TEACHING ACTIVITY**

1. Using the diagram of the students' workplace, tell them about the different places you go in the building while you are at work. For example:  
When I arrive at work, I leave my purse in the classroom across from the office. Then I go to the restroom next to the break room. Then I go to the break room behind the lobby to get some coffee.

### **STEP 3: COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Diagram of workplace	- Question asking and answering

#### **TEACHING ACTIVITY**

1. Ask the students where different places are in the building. Ask about the same places multiple times, allowing different students to answer.

### **STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes		- Student pages

#### **TEACHING ACTIVITY**

1. Tell students, "Today we are going to practice talking about where different places are in the building."
2. Direct students to the space in their books and have them draw their own diagram of the building. Circulate and encourage them to write the names of the different places on their diagram.



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3. After students complete their diagram, point to one of the places and tell where it is. For example, "This is the classroom. It is across from the office." Write a sample sentence on the board, "The classroom is across from the office."
4. Have students write the sentence in their book.
5. Point out the prepositions listed in the book.

**STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Diagram of workplace	- Round robin

**TEACHING ACTIVITY**

1. Point to another location and ask a student, "Where is the \_\_\_\_\_?"
2. Write the student's response on the board.
3. Prompt the student to ask the next student and continue.

**STEP 6: SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes	- Student pages	- Scavenger Hunt

**TEACHING ACTIVITY**

1. Create a scavenger hunt using the directions in the preparation notes at the beginning of this lesson plan.
2. Have students work in pairs to complete their scavenger hunt.
3. Students will walk around the building to find each location listed on the scavenger hunt.
4. Students will write one sentence to describe where it is.



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- When finished, have students report their findings. There may be multiple correct answers for each location. Example scavenger hunt:
  - Where are the restrooms? The restrooms are next to the elevators.
  - Where is the main office? The main office is behind the lobby.
  - Where is the kitchen? The kitchen is across from the classroom.

### STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

#### TEACHING ACTIVITY

- Show students that there are multiple correct ways to tell where something is.
- Looking at the diagram of the building, point to one location and ask where it is. Elicit two different responses from the students based on their findings during the scavenger hunt. For example, “The bathroom is next to the break room,” and “The bathroom is across from the classroom.” If students have trouble thinking of a second description, elicit a response with a question such as, “What is (next to/behind/across from) the lobby?”
- Go through each location in the building and have students think of two ways to tell where it is.

### STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Ball	- Ball toss

#### TEACHING ACTIVITY

- Toss a ball to a student and ask him or her where something is in the building.
- The student will respond, then toss to another student and ask about another place in the building.