

3 I'm at a Coffee Shop

In, At, Near, Next To

Target patterns: The bank's next to
Let's
. . . in the . . . on the

Communication skills: Telephoning
Arranging to meet
Describing exact locations

Language sets: In, on, under . . .
Library, gym . . .

Warm Up Where Is It?

Equipment: Three small containers (boxes or pencil cases—they must have lids which come off) and a small object (a ball, a coin, a toy animal—something amusing works best.)

1. If the containers are the same color, mark them in some way. Say what each of them is (e.g. "This is a red box." etc.) Then hold up the small object and say what it is (e.g. "This is a small ball").
2. Secretly put the object under one of them and move them around so the students have to remember where the object is. The target pattern is "It's under the (red box)" or "I think it's under the (red box)."
3. Put the object in one of the three containers, and place the containers in front of you with the lids on. Move them around a little, as if you were doing a magic trick, and say "Where's the (ball)?" When the students are trying to guess. The target pattern is "It's in the (red box)" or "I think it's in the (red box)."
4. As soon as the students get the idea, they can take turns hiding the object.

Where Are You Now?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How is Marc?
Where is he?

Follow-up questions

Does Marc feel pretty good?
How do you feel?
Where are you now?

Comprehension—Personalization

T: How's Mark?

S1: Pretty good
How are you?

S2: Not bad.

T: Where's Mark?

S3: He's at a coffee shop near the beach.

T: Where are you?

S4: I'm

T: Where's (somebody all the students know)?

S5: I think he/she's

Ask where one or two other well-known people are.

Personalization

The students ask each other where they think friends or famous people are. Encourage the students to guess using the pattern "I think"

Warm Up Telephoning and Making Plans

Mime picking up a telephone (or use a real phone) and calling the class. Have a natural conversation and ask questions and make suggestions.

The students can then practice having telephone conversations in pairs. Encourage them to suggest doing things together.

Are You Busy Tonight?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Does Sachiko like jazz?
Where is the bookstore?

Follow-up questions

Is Sachiko busy tonight?
Are you busy tonight?
Do you like jazz?

Comprehension—Personalization

T: Sachiko doesn't like jazz music.

Class: No! She loves jazz!

T: The jazz club is on Washington Street.

Class: No! It's on Main Street!

T: *The bookstore's next to the swimming pool.*
 Class: *No! It's next to the club!*

Make incorrect statements about places in your town/City, using as much humor as possible. (e.g. *The Milton Hotel's under this school*) and encourage the students to correct you forcefully.

Personalization

In pairs or groups, one student makes incorrect statements about a city they know well. The other student(s) correct each statement. Encourage the students to use humor and make absurd statements.

Word Building

Where's the Bird?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

A notebook, a textbook, and a pencil case.
A dictionary, a novel, and my lunch.
Anna and Patricia are near me.

Controlled Practice

Around Town

The students make sentences about each picture.

Answers

1. *The bank is next to the bookstore.*
2. *The bowling alley is near the swimming pool.*
3. *The coffee shop is next to the restaurant.*
4. *The gym is near the supermarket.*
5. *The library is next to the hospital.*
6. *The bookstore is near the bowling alley.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I'm at a school near the station.
It's next to the bank.
It's near the bus center.

Warm Up

Hidden Objects

Hide objects or pictures around the room. The students try to find the objects/pictures and say or write where each of them is.

Put the students into pairs or groups. One student has his/her eyes closed or wears a blindfold. The other student(s) asks "*Where's the . . . ?*" questions about things in the room.

Where Are My Teeth?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where are his socks?
What's on the shelf?

Follow-up questions

Are his socks on the table?
Where are your socks?

Where's the closet?
Where's your closet?

Where are his teeth?
Where are your teeth?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs or groups, one student asks where a place is, and the other student(s) describes exactly where it is (e.g. "*The bus stop is in front of the Italian restaurant near the post office.*") The students take turns asking the questions.

Communication Activities

A. Where Are They in Your House?

One student asks another where things are in his/her house. The second student describes the exact location.

B. Neighborhoods

One student draws a grid of the streets in his/her neighborhood and gives it to the other student. The first student then describes his/her neighborhood, and the second student tries to draw what he/she says on the grid.

C. Hiding in a Picture

Place one of the pictures so that all the students can see it. Say you are in the picture, and get the students to guess where you are.

The students then do the activity in pairs or groups. One student imagines he/she is in the picture, and the others guess where he/she is. The activity can also be done with a variety of other pictures.

Encourage the students to ask you questions like “*What’s this in English?*” when there is unfamiliar vocabulary.

Review Exercises

Crossword

ACROSS

- 3. busy
- 6. short
- 8. do you
- 9. favorite
- 13. near
- 14. pretty
- 15. repeat
- 19. bad

- 20. west
- 21. meet

DOWN

- 1. cheap
- 2. it
- 4. under
- 5. countryside
- 7. dirty
- 10. ok
- 11. terrible
- 12. sport
- 16. east
- 17. this
- 18. from

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.