

Elementary English Conversation Class

Literacy NJ, Mercer County Programs

Week 8 – Buildings, Neighborhoods, Directions

Objectives for Week 8 – Students will:

- learn vocabulary for neighborhood locations
- read simple maps
- follow and give directions
- learn additional prepositions
- continue to use contractions

Lesson 8.1 – Places and Prepositions: A Town Map

Recommended Materials for Lesson 8.1

- extra copies of the review sheet from Lesson 7.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the town map and dialogs in Activity #2, and the Lesson 8.1 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and copies of handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write “**The weather today is [weather word]**.” If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 7.2. Review the fill-ins on the review sheet, asking separate students to provide the answers.
3. In the team activity below, try to change your question from “**What is...?**” to “**What’s...?**” The students

should realize that the meaning didn't change.



Form two teams. Ask the first team “**What is in the closet?**” Offer two choices: **a pizza or a coat?** Repeat the question. The team can talk about it, and anyone on the team can answer. (If the team can't answer, ask the other team.) If the first team chooses correctly, follow the same procedure and ask the other team “**What is in the oven? a lamp or a pizza?**” Keep alternating: “**What's on the table? a lamp or a shower?**” Continue with “**What's in the bathroom: a dozen eggs or a shower,**” “**... in the refrigerator: a dozen eggs or a TV,**” and “**... in the living room: a TV or a coat?**”

If you can keep score, congratulate the winning team. Or just congratulate everyone!

Activity #2 – Hospital, school, and police station; prepositions *across from* and *at*

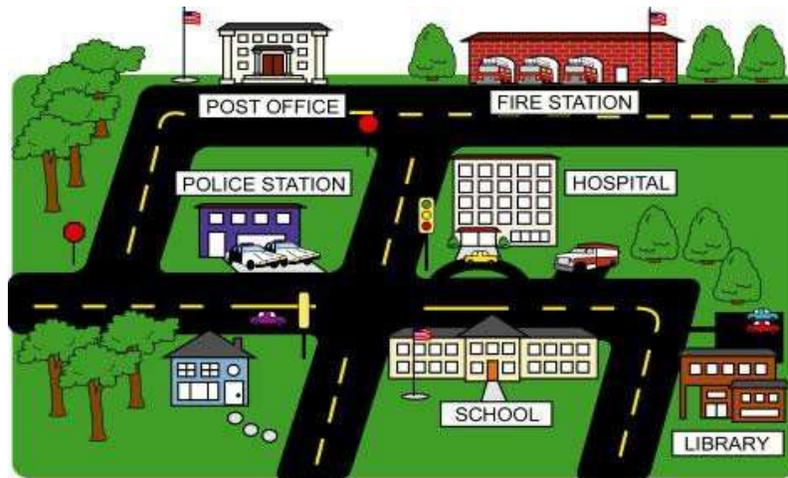
1. Say “**Today we will talk about places in a town.**” Give the students the story *My Town*, and ask them to read the story to themselves. Then ask individual students to read the story aloud, one sentence for each student. If some students did not have a turn, have the class read the story again.

My Town

I live in a small town. The town has a school, a post office, and a library. My kids walk to school every day. Sometimes I walk to school with them. Sometimes we walk to the library after school. I can walk to the post office, too. But if I want to go to the bank or the supermarket, I drive. Today I am driving to the supermarket.

2. Write *school, post office, library, bank, and supermarket* on the board. Ask “**Where can you walk or drive in your town?**” Add places that students identify, such as *hospital, restaurant, or store*. Make sure that the students know all these words. If they don't know some of them, ask students who know them to explain to the others.
3. Give the students the town map. Explain that a *map* tells you where places are. This map shows *buildings* in a town. Help them locate the *hospital, school, and police station* on the map.

Town Map



4. Point to the blue house in the bottom left of the picture. Say **“This is your house.”** Point to the school, and say and write **“Your house is *across from* the school.”** Show on the map that you would cross the street to go from the house to the school. Ask **“Where is the school?”** and answer both ways **“The school is *across from* your house”** and **“Your house is *across from* the school.”**
5. Point to the hospital, and say and write **“The hospital is *across from* the school.”** Ask **“Where is the hospital?”** Point to the sentence on the board and gesture for the students to answer. Show that the sentence can be reversed: **“The school is *across from* the hospital.”**
6. Ask **“Where is the police station?”** Point to the map and the sentences already on the board. If students cannot answer, gesture for them to say **“The police station is *across from* the hospital.”**
7. Present the following two dialogs, enacting all roles. Ask sets of students to recite the dialogs. Each set of students should switch roles and repeat.

Dialog on the street

- A. Excuse me. Can you help me find the hospital?
- B. Do you know where the police station is?
- A. Yes.
- B. The hospital is across from the police station.
- A. Thank you.

Dialog on the phone

C. Hi. I'm at the school. Where's your house?

D. It's the blue house across from the school.

C. Yes, it is! See you soon.

Activity #3 – Post office, fire station, and library; prepositions *next to* and *around the corner from*



Leave these sentences on the board:

Your house is across from the school.

The hospital is across from the school.

The police station is across from the hospital.

1. Tell the students to find the post office and the fire station on the map. (As before, make sure that they know what these buildings are.)
2. Say and write “**The post office is *next to* the fire station.**” Say the reverse: “**The fire station is *next to* the post office.**” Gesture to show what *next to* means. Standing next to the board, the wall, or some other prop, say that you are *next to* it.
3. Referring to seating arrangements in the room, ask several students “**Who is *next to* you?**” Each student should respond with the correct classmate’s name: “**[name] is *next to* me.**” Then ask the classmate to repeat the sentence with respect to the first student. Repeat as relevant.
4. Point to the street corners on the map, and say the word *corner* each time. Demonstrate other examples of the word *corner*, such as the corner of the room and the corner of a piece of paper. Point to the library and the hospital on the map. Say “**The library is not *next to* the hospital.**” Write “**The library is *around the corner from* the hospital.**” Gesture for the meaning of *around*.



For the following activity (“Where Am I?”), decide if you should erase the board or leave the sentences on the board. Erasing the board will make the game harder.



Form pairs to play “Where Am I?” Give each pair a “Where Am I?” strip, and ask them to use the information to answer the question. When all the pairs have finished, ask each pair to come to the front of the room to read the strip and ask the class “Where Am I?” After someone in the class answers correctly (or if no one can answer), the pair should show the correct location on the town map.

Activity #4 – Using prepositions in different places

1. Ask the students about different places for a map. They might say a **restaurant**, **train station**, or **supermarket**. They may also think of a **bank**, **movies**, **mall**, or **playground**. Make a list of additional places. (Additional places are on the map on the review sheet for this lesson.)
2. Tell the students that they can use **across from**, **next to**, and **around the corner from** for other places, not just buildings. Recite this dialog to show how the prepositions can be used in a supermarket.

Dialog at the supermarket

A. Excuse me. Where are the eggs?

B. They’re in the dairy aisle across from the milk.

A. Thank you. And where is the bread?

B. Bread is in aisle 10 and in the bakery. The bakery is next to the produce aisle.

A. Thank you.

B. No problem.



If you have time, you can do a similar exercise with rooms in a house or another location. You can say, “In my house, the living room is next to the dining room,” or “the bedroom is across from the bathroom.” Ask students to describe rooms in their homes with prepositions from this lesson.



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”



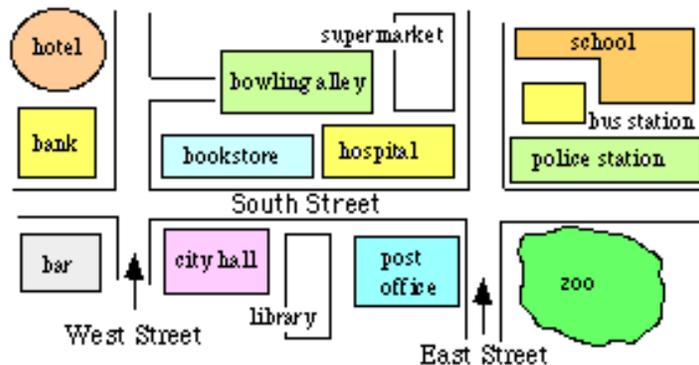
Week 8, Lesson 8.1 Review of Places on the Town Map

Important words about places on the town map

at across from around the corner from corner buildings map next to

Your house is **across from** the school. The school is **across from** your house.
The hospital is **across from** the school. The school is **across from** the hospital.
The police station is **across from** the hospital. The hospital is **across from** the police station.
The post office is **next to** the fire station. The fire station is **next to** the post office.
The library is **around the corner from** the hospital. The hospital is **around the corner from** the library.

Look at this town map and fill in the answers.



1. I'm at the post office. Where is the library? The library is _____ the post office.
2. I'm at the library. Where's the hospital? The hospital is _____ the library.
3. I'm at the hospital. Where's the school? The school is _____ the hospital.
4. I'm at the school. Where's the bus station? The bus station is _____ the school
5. I'm at the bus station. Where's the police station? The police station is _____ the bus station.
6. I'm at the police station. Where's the hospital? The hospital is _____ the police station.
7. I'm at the hospital. Where's the library? The library is _____ the hospital.
8. I'm at the library. Where's the post office? The post office is _____ the library.

Draw a map of places in your town or neighborhood. Write three sentences to tell where places are. For example, "The library is next to the school."

Lesson 8.2 – More Places and More Prepositions

Recommended Materials for Lesson 8.2

- extra copies of the review sheet from Lesson 8.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- a supply of paper and pens for student use
- copies of the Lesson 8.2 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and copies of handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write “**The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 8.1. Call on students to complete the fill-ins. Then ask students to read their sentences about the location of buildings on their maps.



When using the map from the review sheet from Lesson 8.1, make sure that students know the meanings of the words for various locations. When possible, ask other students to explain.

Activity #2 – Again, the preposition *on*

1. Tell the students to use the map on the review sheet. The streets on the map are South Street, West Street, and East Street. Ask “**What is *on* South Street?**” and write one of the possible answers, such as “**The post office and library are *on* South Street.**” Make sure that the students find these buildings on the map. Ask “**Where are the bookstore and hospital?**” Point to the sentence on the board, substitute *bookstore and hospital* in the sentence, and gesture for the students to read the new sentence: “**The bookstore and hospital are *on* South Street.**”
2. The students learned *on* last week in examples such as *on the table* and *on the stove*. Remind them of these

examples for the same word.

3. Ask “**Where are the hotel and bank?**” Point to these locations on the map, and write a new sentence “**The hotel and bank are on West Street.**”



Form pairs or small groups. Using the model sentences on the board, the first student should ask the others “Where is _____?” The other student(s) should consult the map and answer “The _____ is on _____ Street.” Continue until every student has had at least two turns to ask the question for the other student(s) to answer.

Activity #3 – More prepositions – *on the corner of, between, and behind*



Leave the “on” sentences on the board.

1. Using the map on the review sheet, help the students locate the bank. Say and write “**The bank is *on the corner of South Street and West Street.***” Make sure the students understand the difference between *around the corner* and *on the corner*. Repeat *on the corner* with respect to the hospital, and change the sentence on the board to “**The hospital is *on the corner of South Street and East Street.***” Ask the students to help you change the sentences for other buildings on corners, such as the post office and the police station.
2. Using the same map, help the students locate the library. Say and write “**The library is *between the city hall and the post office.***” Ask “**Where is the bus station?**” Gesture for the students to help you change the sentence to “**The bus station is *between the school and the police station.***” Show examples of other things that are *between* in the room. For example, a chair may be *between* you and the door.
3. Ask two students to stand, and then stand between them. Say “**I’m *between [name] and [name].***” Thank the students. As relevant to the seating configuration in the room, ask students who are sitting between other students to form similar sentences.
4. Using the map, say that the bowling alley *behind* the bookstore and hospital. Write the new sentence on the board “**The bowling alley is *behind the bookstore and hospital.***” Find other simple examples of *behind* in the room, such as the board *behind* you or some other objects. If relevant, you can use the students’ seating arrangement, as demonstrated previously.

- Provide examples to show that there are several ways to describe a location. For example, ask “**Where is the library?**” Possible answers: “**the library is on South Street,**” or “**the library is between the city hall and the post office.**” Tell the students that both answers are correct. Provide another example.



The students return to their pairs or small groups. Sentences for **on**, **on the corner of**, **between**, and **behind** should be on the board. Using the model sentences, the first student should ask the other(s) “**Where is _____?**” The other(s) should consult the map and answer “**The _____ is _____.**” Repeat that there can be different ways to answer correctly. Continue until every student has had at least two turns to ask the question for the other student(s) to answer.

Activity #4 – Asking for and giving directions



Erase the board.

- Make sure that students know the words **right**, **left**, and **straight** or **straight ahead**. Write them on the board, and demonstrate each, using several examples.
- Explain and demonstrate **on the right** and **on the left**, and **turn right** and **turn left**.
- Write and explain the word **block**. Using the map from the review sheet, explain that the distance along South Street from West Street to East Street is **one block**.
- Explain different ways to ask for **directions**. Write them on the board.

Asking for directions:

Where is ...?

How do I go to...?

How do I get to...?

Can you tell me how to go to...?

Please give me directions to...?

Which way do I go to...?

- Using the map, provide examples of directions. Help the students notice different ways to ask for directions in the examples. You can just say the questions, but say and write the directions. In each case, make sure that the students compare the directions to the map. Do each example slowly.

I'm at the post office. Where is the school?

Go across from the post office and walk one block on East Street. The school is on the right.

I'm at the school. How do I get to the bookstore?

From the school, turn left. Go one block to South Street and turn right. Walk one block on South Street and look for the bookstore on the right. It's on the corner of South Street and West Street.

I'm at the bookstore. Please give me directions to the hotel.

From the hotel, turn right and then around the corner to West Street. Walk one block and look for the hotel on the left.

6. Leave at least one of the previous three examples on the board. Write these questions:

- (1) **I'm at the hotel. How do I get to the hospital?**
- (2) **We're at the school. Please give us directions to the zoo.**
- (3) **They're at the bus station. Which way do they go to the hotel?**
- (4) **You're at the bank. How do you go to the post office?**



Make sure that all students have paper and pens. Divide the class into pairs. Give each pair one of the preceding questions. Each pair should work together to write directions. When everyone is ready, the pairs should read the question and their directions to the whole class. Did we arrive safely at the destination?



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”



Week 8, Lesson 8.2

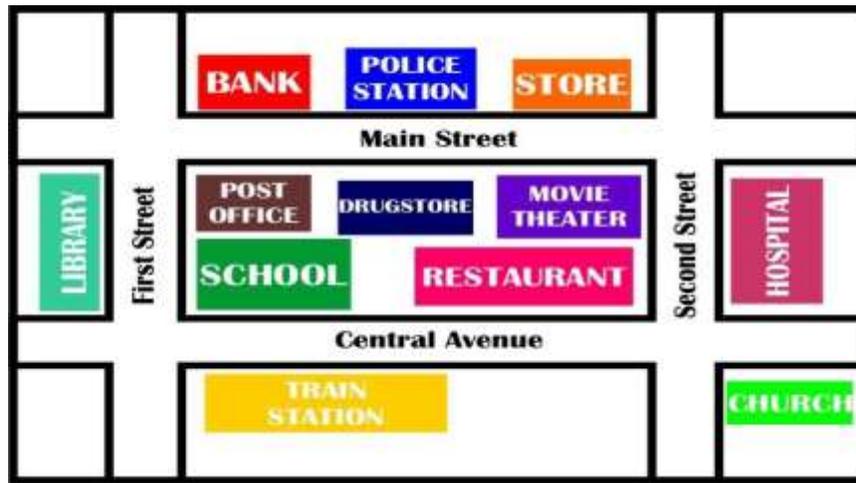
Review of Locations and Directions

Important words about places on the town map

behind between block directions left on the corner of on the left
on the right right straight straight ahead turn left turn right

Where is ...?
How do I go to ...?
How do I get to ...?

Can you tell me how to go to ...?
Please give me directions to ...?
Which way do I go to ...?



Look at the new map and write directions.

1. The school is on Central Avenue. How do you go to the hospital?

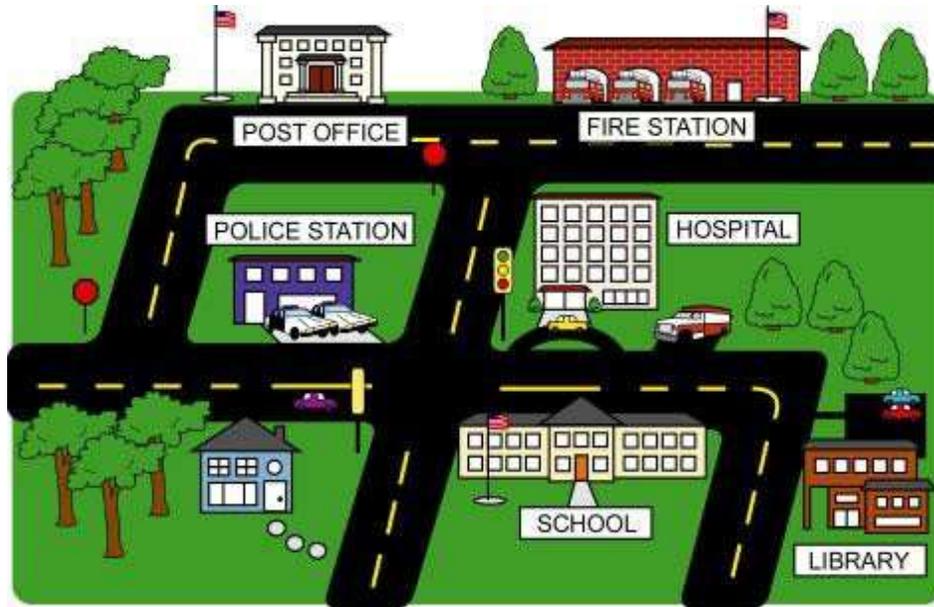
2. The bank is on Main Street. Which way do you go to the restaurant?

Story, Picture, and Dialogs for Week 8

My Town

I live in a small town. The town has a school, a post office, and a library. My kids walk to school every day. Sometimes I walk to school with them. Sometimes we walk to the library after school. I can walk to the post office, too. But if I want to go to the bank or the supermarket, I drive. Today I am driving to the supermarket.

Town Map



Dialog on the street

- A. Excuse me. Can you help me find the hospital?
- B. Do you know where the police station is?
- A. Yes.
- B. The hospital is across from the police station.
- A. Thank you.

Dialog on the phone

- C. Hi. I'm at the school. Where's your house?
- D. It's the blue house across from the school.
- C. Yes, it is! See you soon.

Where Am I?
Print and cut into strips

Where am I?

I am in a building around the corner from the library and across from the school.

I am at the _____.

Where am I?

I am in a building across from the hospital and around the corner from the library.

I am at the _____.

Where am I?

I am in a building next to the fire station.

I am at the _____.

Where am I?

I am in a building across from the hospital. I am not at the school.

I am at the _____.

Where am I?

I am in a building around the corner from the school.

I am at the _____.

Where am I?

I am in a building next to the post office.

I am at the _____.

Map with street names from homework and used in 8.2

