

Learning objectives for this lesson

Reading for general meaning and reading for detailed comprehension of the text. Guessing the definitions of words in the article. Further practice and extension of vocabulary and prepositions of place from Unit 7 of the student's book. Giving opinions about the topic of the text and personalizing the content.

- 1 Students begin by working in pairs and discussing the questions. Afterwards you can ask everyone to report back on their discussion. If you think students may not want to comment on their own workplace (for example, if the lesson is with a closed group and it is going to be controversial within the group in any way) then bring in some photographs of different office spaces for students to describe and comment on whether they think they would like to work there.
- 2 Set a time limit for this task (around one minute) so students have to read quickly and don't stop at any unknown words.

Answer

2

- 3 Students read again but this time more slowly. It's a good idea to have them read and compare answers in pairs so they justify their answers.

Answers

- 1 Bad
- 2 Good
- 3 Bad
- 4 Good
- 5 Good
- 6 Bad
- 7 Good
- 8 Good (though you can have one or two other objects such as a family picture)

- 4 Put the students into small groups. They look at each piece of good advice and decide if it already applies to where they each work. The groups can make notes and report back to the class afterwards on their conclusions.
- 5 Students match the words to the definitions. They should be able to guess them from context but they could also check in their dictionaries.

Answers

- | | |
|------------|--------------|
| 1 creative | 6 symbol |
| 2 tidy | 7 attractive |
| 3 control | 8 rules |
| 4 ancient | 9 successful |
| 5 untidy | |

- 6 This exercise gives students the opportunity to reuse some of the new vocabulary in exercise 5. They begin by underlining the words that describe each aspect of their job or place of work. Then they need to explain their choice to a partner. If they think neither word describes a topic in the list then they can suggest their own word.
- 7 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.
- 8 End the lesson by discussing the two questions. Find out if any students already apply Feng Shui to their home or workspace.

Extension

In class or for homework, students can write a list or short report of changes that could be made to their work space as if they are providing recommendations to their boss.