



LEVEL 2
LESSON 7
TIP YOUR
TOUR GUIDE



Topics Describing a place Asking for & giving recommendations	Prepare Before Class Print copies of the student Activity Sheet Bring scissors or ask students to use their scissors to cut the small pictures from the Activity Sheet
Learning Strategy Use Background Knowledge	Goals Prepositions

Day 1

Introduce the Lesson

Tell students, “In Lesson 7, Anna and her friend Penelope are continuing their tour of Washington, D.C. They learn interesting facts about the places they see. In this lesson, you will learn how to use what you know and learn how to use more prepositions of place.”

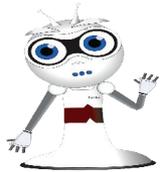
Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-To Guide to help students learn the new words.

For the prepositions in this lesson, practice singing them using the list in the Professor Bot section on the next page. Other classroom activities can be added to give more practice with using these prepositions.

Present the Conversation

Tell students that the video will show Anna and her friend, Penelope, taking a special tour of Washington, D.C. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

Preposition Hunt Welcome back! Anna and Penelope are taking a tour with D.C. Ducks. In this lesson, we are looking for prepositions. Listen for in, on, at, under and over - some important prepositions of place.

Preposition Review That young man is making a lot of money, too. Did you hear these prepositions? On your left, on our right, in the river, over bridges, over our heads, over my head, on a bridge. As you watch more, look for 'inside' and 'outside.'

Comment I learned many new Fun Facts in this lesson. Did you learn about prepositions? Here's a list of all the prepositions used in this lesson. Wow! That's a lot! I know, let's not read them. Let's sing them! Hit it, boys! Take it away singers!

- | | | |
|--------|---------|-------|
| since | behind | to |
| about | by | near |
| across | for | of |
| ahead | from | on |
| around | in | until |
| over | like | with |
| at | through | |

If your class is willing to sing, have them sing the prepositions with the video or with you.

“Compare your sentences with your partner’s sentences. Did you use the same prepositions?” Ask a few students to share their sentences and point out the prepositions they used.

Then ask students to do Step 2: “Cut or tear two of the pictures from the bottom of the page to use on the next part.” If students cannot cut their papers, ask them to choose two images to draw in the next part of the activity.

Ask students to begin Step 3: “Now sit with your partner. Find out which two pictures they chose. Tell them where to put the pictures on the picture of the two young men. Use some of the prepositions from the box. Then check: Did your partner put them in the right places?”

Have two students demonstrate the conversation on the page if you feel the class needs an example.

Student A: I have a sleeping cat and a soccer ball.

Student B: Put the cat between the desk and the chair.

Put the ball behind the desk on the left.

Student B: Ok. See my paper?

Student A: Yes, that’s right.

After students have completed Step 3, ask a few pairs to tell where they placed their two objects.

If you have an overhead projector in your classroom, show the picture on the board and ask several students to point to the places where their partner asked them to put the cat or the ball.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. The boy says, "You're going to love my Lincoln Memorial Fun Fact! On a wall inside the memorial, the word "FUTURE" was carved wrong! They carved "EUTURE!"
The question is: What does the boy say is wrong with the Lincoln Memorial?
2. Penelope says, "Anna, look! An airplane is flying right over our heads! Then Anna: says, "Wow! This is the closest I've ever been to an airplane in flight. Well, I've been inside a flying airplane. But not outside of an airplane as it flies over my head!"
The question is: Why does Anna think this part of the tour is exciting?
3. The boy says, "There are tunnels under the Capitol. They connect the Capitol and office buildings of lawmakers." Then Anna says, "I bet they built them years ago for secret reasons!" The boy answers, "No. The lawmakers did not want to walk around outside in bad weather."
The question is: What reason does the boy give for the tunnels below the Capitol?
4. The boy says: "Well, I've gotta run! Then Anna says, "Thanks for giving us the great tour!" After, Anna tells the Captain, "That was awesome! And your son is a great tour guide!" The Captain asks her, "What son? I've never seen that boy in my life!"
The question is: What do Anna and Penelope learn at the end of their tour?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2. Students may write more than one paragraph if they have many details to share. Remind students that each paragraph should have the structure that was taught earlier.

Imagine you visited Washington, D.C. How did you travel to the city? What did you see there? Who traveled with you? How many days did you stay? Write an exciting story about your trip to Washington, D.C. You can imagine anything you want!

If time allows, have students exchange their writing with another student and discuss each others' stories.

Conversation

- Prof. Bot:** Welcome back! Anna and Penelope are taking a tour with DC Ducks. In this lesson, we are looking for prepositions. Listen for in, on, at, under and over - some important prepositions of place.
- Anna:** Penelope, the Lincoln Memorial is coming up on your left!
- Boy:** You're going to love my Lincoln Memorial Fun Fact!
- Anna:** Oh, please tell us!
- Boy:** On a wall inside the memorial, the word "FUTURE" was carved wrong! They carved "EUTURE"!
- Anna:** Well, we all make mistakes.
- Boy:** Yeah, but this mistake was carved in stone!
- Anna:** You're right. That is pretty bad. Here's another dollar!
- Penelope:** More fun facts, please! (Crossing the river) I love riding over bridges! The water looks so pretty from here!
- Anna:** Penelope, this is amazing! A minute ago, we were riding along the river, and now we're riding in the river! Awesome.
- Penelope:** Hey, we're passing by the Pentagon on our right!
- Anna:** Penelope, you love riding over the water on a bridge. But I love riding under a bridge in a boat!
- Penelope:** Anna, look! An airplane is flying right over our heads!
- Anna:** Wow! This is the closest I've ever been to an airplane in flight. Well, I've been inside a flying airplane. But not outside of an airplane as it flies over my head!
- Penelope:** And now we're driving out of the water. I still can't believe this thing drives and sails!
- Anna:** I know. It's amazing.
- Boy:** After we ride along these railroad tracks, you'll see my favorite part of the tour! The U.S. Treasury where they make money!
- Prof. Bot:** That young man is making a lot of money, too. Did you hear these prepositions? On your left, on our right, in the river, over bridges, over our heads, over my head, on a bridge. As you watch more, look for 'inside' and 'outside.'

Penelope: Look, the U.S. Capitol is coming up!

Boy: I have a great Fun Fact about the U.S. Capitol.

Penelope: What is it?

Boy: There are tunnels under the Capitol. They connect the Capitol and office buildings of lawmakers.

Anna: I bet they built them years ago for secret reasons!

Boy: No. The lawmakers did not want to walk around outside in bad weather.

Anna: Oh.

Penelope: We're back at Union Station!

Boy: Do you want to know a creepy Fun Fact about Union Station? (he points to Union Station)

Penelope: The creepier the better!

Boy: Many years ago, inside Union Station, there was a funeral home!

Anna: A funeral home?! You mean, for dead people?!

Boy: Do you know another kind of funeral home?

Anna: No!

Boy: Well, I've gotta run!

Anna: Thanks for giving us the great tour!

Anna: Captain, that was awesome! And your son is a great tour guide!

Captain: What son?

Anna: Him.

Captain: I've never seen that boy in my life! See ya, ladies!

Prof. Bot: I learned many new Fun Facts in this lesson. Did you learn about prepositions? Here's a list of all the prepositions used in this lesson. Wow! That's a lot! I know, let's not read them. Let's sing them! Hit it, boys! Take it away singers!

Key Words

carve	<i>v</i>	to make (something, such as a sculpture or design) by cutting off pieces of the material it is made of
creepy	<i>adj</i>	strange, scary or causing people to feel nervous and afraid
funeral home	<i>n</i>	a place where dead people are prepared for burial or cremation and where wakes and funerals are held
security gate	<i>n</i>	the area in a place (such as an airport or building) where people are checked to make sure they are not carrying weapons or other illegal materials
stone	<i>n</i>	a hard substance that comes from the ground and is used for building or carving
tunnel	<i>n</i>	a passage that goes under the ground or through a hill

Prepositions

aboard	<i>prep</i>	on or into (a vehicle like a train or ship)
about	<i>prep</i>	used to indicate the object of a thought, feeling, or action
across	<i>prep</i>	from one side to the other side of (something)
around	<i>prep</i>	on all sides of (something or someone)
at	<i>prep</i>	used to indicate the place where someone or something is
behind	<i>prep</i>	in or to a place at the back of or to the rear of (someone or something)
by	<i>prep</i>	close to or next to (something or someone)
for	<i>prep</i>	used to indicate the thing that something is meant to be used with
from	<i>prep</i>	used to indicate the starting point of a physical movement or action
in (inside)	<i>prep</i>	used to indicate location or position within something
out (outside)	<i>prep</i>	used to indicate that a person or animal is moving from the inside of a building, room, etc

like	<i>prep</i>	similar to (something or someone)
near	<i>prep</i>	close to (something or someone)
of	<i>prep</i>	belonging to, relating to, or connected with (someone or something)
on	<i>prep</i>	touching and being supported by the top surface of (something)
over	<i>prep</i>	from, to, or at a place that is higher than (someone or something)
through	<i>prep</i>	into one side and out the other side of (something)
to	<i>prep</i>	used to indicate the place, person, or thing that someone or something moves toward
until	<i>prep</i>	up to (a particular time) — used to indicate the time when a particular situation, activity, or period ends
with	<i>prep</i>	used to say that people or things are together in one place

Quiz - Level 2, Lesson 7 - Tip Your Tour Guide

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does the boy say is wrong with the Lincoln Memorial?</p> <p>a. There is a word carved in stone that has the wrong spelling.</p> <p>b. The men who built the memorial made the inside walls from stone.</p> <p>c. The boy carved something in stone into the memorial wall.</p> <p>d. The memorial was not supposed to be built from stone.</p> | <p>3. What reason does the boy give for the tunnels below the Capitol?</p> <p>a. To keep lawmakers' offices secret</p> <p>b. So lawmakers can stay out of the public.</p> <p>c. To protect lawmakers from bad weather</p> <p>d. To store all of the lawmakers' papers</p> |
| <p>2. Why does Anna think this part of the tour is exciting?</p> <p>a. Anna likes to ride along the railroad tracks.</p> <p>b. She has never been inside of an airplane.</p> <p>c. Anna has never visited the U.S. Treasury.</p> <p>d. She sees an airplane flying close above her.</p> | <p>4. What do Anna and Penelope learn at the end of their tour?</p> <p>a. There is a funeral home operating today in Union Station.</p> <p>b. The boy telling them Fun Facts is not the Captain's son.</p> <p>c. The Captain will take them on another tour.</p> <p>d. The boy was really the Captain's son.</p> |

Look at the picture. Use your background knowledge to make sentences about the picture with the prepositions in the box. Here are some words you can use: clock, picture, light, plant, computer, door, wall, chair, microphone and headset.

across behind with through
over on at about
near around from to



The radio reporters are working at a big desk.

1. _____
2. _____
3. _____
4. _____
5. _____

STEP 2

Cut out two shapes below to use on the next page.



STEP 3

Sit with a partner. Ask, "What did you cut out?"
Tell your partner where to put the small pictures on the bigger picture. Use a preposition from the box.
Then look. Is the picture in the right place? Take turns giving instructions.

I have a sleeping cat and a soccer ball.

Put the cat between the desk and the chair.

Ok, see my paper?

Yes, that's right!

Put the ball behind the desk on the left.

across
around

behind
between

inside
by

over
through

on
near

with
to



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