



# LEVEL 2 LESSON 6 WILL IT FLOAT?



<b>Topics</b>  Sharing information	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet
<b>Learning Strategy</b>  Access Information Sources	<b>Goals</b>  Prepositions of place

## Day 1

### *Introduce the Lesson*

Tell students, “In Lesson 6, Anna and her friend Penelope are taking a tour in Washington, DC. They learn interesting facts about the places they see. In this lesson, you will learn how to share information and use prepositions of place like inside, through and between.”

### *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 of place, practice them with the activity found on page 2. Other classroom activities, such as giving instructions to a partner to place an object somewhere in the room, could be added. This Everyday Grammar story is also available on the topic:

Are You In, On or At? Prepositions that Tell of Time and Place <https://learningenglish.voanews.com/a/learn-prepositions-in-on-at/3073690.html>

## Present the Conversation

Tell students that the video will show Anna and her friend, Penelope, taking a special tour of Washington, DC. 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.

<b>Preposition Hunt</b>	In this lesson, you are going to hear lots of prepositions! What's a preposition, you ask? It's a word that shows relationships between things. Anna says they are going on a tour through the city and along the river. Through and along are both prepositions. Watch for more!
<b>Fun Fact</b>	I have a Fun Fact too! Did you know that the Washington Monument was damaged in an earthquake? Whoa. Did you feel that?! I heard: "around the city in a boat," "along this road" and "on the left." All of these are prepositions showing place. Let's watch for more places and prepositions!
<b>Preposition Review</b>	Did you hear any more prepositions of place? I heard "between us and the president" "inside the White House" and "in a house." And did you hear that the Duck Boat can go on the river? I don't believe it. Join us next time to find out which preposition we will use: The boat went ON the river or The boat went INTO the river?

## Preposition Activity

Choose six of the prepositions from the list below. Show an example of how to make a gesture that demonstrates one of the prepositions: "I am going to walk around the desk" (moving your arm in a circle above a desk).

Write the six prepositions on the board or ask students to write them in their notebooks. Ask students to pair with a classmate and take turns, each making three sentences with the prepositions. Then, ask a few student volunteers to read their sentences aloud. Encourage students to act out the preposition with a gesture as you did.

## ***Prepositions***

Here are the prepositions in this lesson:

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

### **Day 3**

#### ***Learning Strategy***

Explain, “The learning strategy for this lesson is Access Information Sources. When we are learning about something, we often have several choices for finding out the information we need. Sometimes we can read a book or look on the internet. At other times, we can ask a teacher, friend or classmate for information. No matter what the source is, you can then add the information to your own knowledge.”

Continue, “In this lesson, Penelope looks at a brochure to learn more about the tour boat. Then she learns more about Washington, D.C. when a young man tells her some ‘Fun Facts.’ How about you? How do you access information sources? When you are learning English, do you look for information in books, dictionaries or online? Are you able to ask teachers, friends or classmates to help you by sharing their knowledge of English?”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

## ***Activity***

In this activity, students will practice sharing “Fun Facts.” Make copies of the activity sheets for your students. There are two different sets of pages, This is an “information gap” activity where one student has different information from another student.

Have the students line up across the room by one of the methods in the How-To guide, such as “Line up by how early you woke up this morning.” Encourage students to talk with each other in English to ask and answer the time they woke up and arrange themselves in the line. Bring one end of the line around to the other end to form two lines. Tell one line, “You are Student A.” Give them the two pages for Student A. Tell the other line, “You are Student B.” Give them the two pages for Student B. Ask students to hide the second page, the one with the answers, from their partner.

Explain that today the class will practice giving Fun Facts about Washington, D.C. like the boy in the video. “You will practice asking questions to get information from a classmate, and giving information in this activity.” Have two students demonstrate using the sample conversation.

Tell students, “You have the answers to your partners’ questions on your second page. But do not read those aloud. Look at the paper, then put it down. Look at your partner and tell them in your own words about your Fun Fact.”

Let students move to various places in the room together with their partners. Walk around and remind them of the strategy, Access Information Sources, and to put their answers in their own words rather than reading directly from the paper.

When students have finished, ask a few pairs to demonstrate the questions and answers they gave. Correct any pronunciation or factual errors that you notice.

## 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. Anna says to Penelope: "You are new to town. And a tour is the best way to see more of the city!"  
*The question is: Why are Anna and Penelope taking a tour today?*
2. Anna says: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water! Penelope is looking at a brochure about the boat. She says, "Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?"  
*The question is: Why was the DC Duck Boat created?*
3. *Read these sentences:*  
"Hey, the Washington Monument on the left!"  
"It would be so awesome to ride around the city in a boat!"  
"There are so many beautiful buildings along this road!"  
*The question is: Which of these sentences use prepositions?*
4. The boy says: "Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!"  
*The question is: What does the boy say is unusual about the White House?*

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

## Writing

Ask students to write their response to the prompt in the "Hamburger Paragraph" form taught in Lesson 2. Introduce the idea of connecting paragraphs about three different places with prepositions. For example,

*In the center of my town there is a clock tower...*  
*Across the river, you can see an old fort...*  
*At the foot of the mountain, there is a factory...*

Remind students that each paragraph should have the structure that was taught earlier.

Write this prompt on the board:

Imagine you are giving a tour of your hometown or your neighborhood. Tell about three places you want to show a visitor. What “Fun Facts” will you share about the places you show to the visitor?

If time allows, have students exchange their writing with another student and discuss the tours and fun facts.

## Resources

### *Conversation*

- Penelope: Anna, thanks for taking me on a tour of D.C. today.
- Anna: Sure thing, Penelope. You are new to town. And a tour is the best way to see more of the city!
- Penelope: So, which tour are we taking – the one that goes through the city on a bus? Or the one that goes along the river in a boat?
- Anna: Both!
- Penelope: What? Anna, this isn't going to be one of those trips, is it?
- Anna: No. Follow me.
- Anna: Well, Penelope, there's our ride!
- Penelope: What is it?
- Anna: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water!
- Penelope: Who thinks of these things?
- Anna: I don't know. But I'm glad they do! Let's get aboard, Sailor!
- Penelope: (looking at a brochure about the boat) Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?
- Anna: Wow. You know, a tour is so much more interesting with Fun Facts, like that one.
- Penelope: I agree. I love Fun Facts!
- Boy: Did I hear you say you love Fun Facts?
- A & P: Yeah.
- Boy: Well, I have tons of Fun Facts for this tour!
- A & P: Great!
- Anna: Penelope, where are his parents?
- Penelope: Maybe - maybe he's the Captain's son and he helps his dad on tours!
- Anna: Oh yeah! It would be so awesome to ride around the city in a boat all day with your dad!
- Penelope: This is amazing, Anna. There are so many beautiful buildings along this road!

Anna: Hey, the Washington Monument is on the left!

Penelope: Look, Anna, we're across from the White House!

Anna: Penelope, the only thing between us and the President is the street ... and a park ... and a security gate .... and police officers ... with guns.

Boy: Excuse me, do you want to know a Fun Fact about the White House?

A & P: Yes!

Boy: Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!

Penelope: Thirty-two bathrooms! That's a lot of bathrooms!

Boy: I'd be happy with two. I live in a house with my mom, four sisters, two aunts and only one bathroom!

Penelope: Oh my! You know, Anna, we should give him a tip!

Anna: Of course! It is polite to tip your tour guide! Luckily, I have lots of dollar bills!

Penelope: That was a great Fun Fact! Here you go!

Boy: Thank you! I can tell you Fun Facts all day!

## Key Words

aboard	<i>prep</i>	on or into (a train, ship, etc
across	<i>prep</i>	on the other side of (something)
along	<i>prep</i>	in a line matching the length or direction of (something)
around	<i>prep</i>	over or in different parts of (a place)
between	<i>prep</i>	in the space that separates (two things or people)
captain	<i>n</i>	a person who is in charge of a ship or an airplane
carry	<i>v</i>	to move (something) while holding and supporting it
inside	<i>prep</i>	an inner part of something (such as a building or machine)
pool	<i>n</i>	(swimming pool) a large structure that is filled with water and that is used for swimming
relationship	<i>n</i>	the way in which two or more people or things are connected
security gate	<i>n</i>	a place where people are checked to make sure they are not carrying weapons or other illegal materials
through	<i>prep</i>	used to describe movement within a place or an area of land, air, etc
tip	<i>n</i>	an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you
	<i>v</i>	to give an extra amount of money to someone who performs a service for you
tour	<i>n</i>	an activity in which you go through a place (such as a building or city) in order to see and learn about the different parts of it
wheel	<i>n</i>	one of the round parts underneath a car, wagon, etc

## Quiz - Level 2, Lesson 6 - Will it Float?

Listen. Circle the letter of the correct answer.

- |  |  |
|--|--|
| <p>1. Why are Anna and Penelope taking a tour today?</p> <p>b. Penelope is leaving town on a boat.</p> <p>c. Anna is visiting the city for the first time.</p> <p>d. Penelope is new to the city and a tour is the best way to see it.</p> <p>e. Anna is leaving Washington, D.C. on one of her trips.</p> | <p>3. Which of these sentences use prepositions?</p> <p>a. "Hey, the Washington Monument on the left!"</p> <p>b. "It would be so awesome to ride around the city in a boat!"</p> <p>c. "There are so many beautiful buildings along this road!"</p> <p>d. All of these sentences use prepositions.</p> |
| <p>2. Why was the DC Duck Boat created?</p> <p>a. To carry people and supplies during World War II.</p> <p>b. To give interesting tours with fun facts.</p> <p>c. To bring visitors to Washington from across the river.</p> <p>d. To be the first boat that flies through the air.</p>                    | <p>4. What does the boy say is unusual about the White House?</p> <p>a. There is an outdoor pool.</p> <p>b. He has two aunts who live there.</p> <p>c. It has thirty-two bathrooms.</p> <p>d. There are police officers at its gate.</p>   |

STUDENT A  
STEP 1

Choose a question about Washington, DC. Ask your partner. Listen to their answer. Write a short answer in the box below. Take turns asking and answering questions.



What is an unusual pet that lived at the White House?

What is the tallest thing in Washington D.C.?

How can the members of Congress take a bath at work?

How do you know the people in D.C. are well-educated?

STEP 2

What did you learn? Write a short answer for your questions.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

STUDENT B  
STEP 1

Listen to your partner's questions about Washington, DC. Answer from your notes. Ask one of your questions. Listen to their answer. Write a short answer in the box below.



Who or what was the "District of Columbia" named after?

How do many people in D.C. get to work?

Why does Washington D.C. look different from other cities?

How did President Wilson cut the grass around the White House?

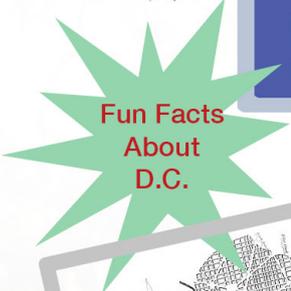
STEP 2

What did you learn? Write a short answer for your questions.

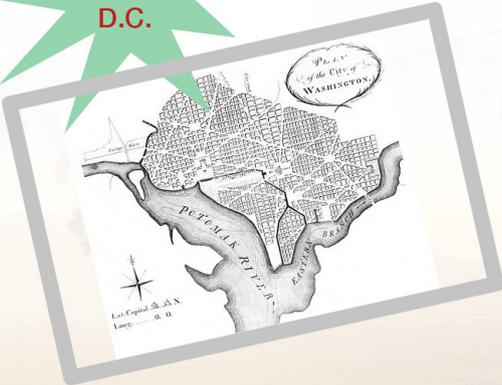
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

STUDENT A

Listen to your partner's questions about Washington, D.C. See if you can find the answer in your notes. Tell your partner the information in your own words.



Fun Facts  
About  
D.C.



Washington, D.C. was planned before it was built. Pierre L'Enfant drew a plan for the city that said where all the streets, parks, and important buildings would be. Unlike most U.S. cities, D.C. has many roundabouts or traffic circles.

“Columbia” was an early name people used for the group of thirteen colonies that became the United States. The name came from Christopher Columbus, an Italian who sailed to North America.



Thirty-seven percent of Washington-area commuters take public transportation to work, the second-highest rate in the country. D.C.'s Metro Rail opened in 1976.

During World War I Woodrow Wilson bought some sheep to eat the grass around the White House. No one needed to cut the grass, and they sold the wool (hair of the sheep) to raise money for the Red Cross.

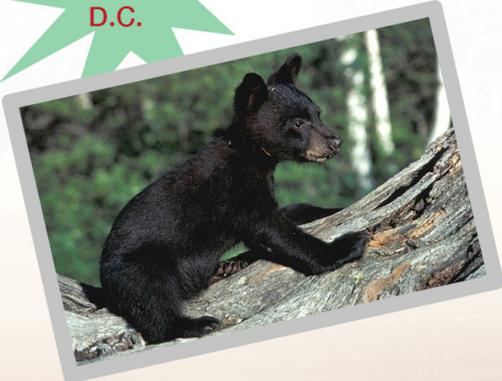


STUDENT B

Listen to your partner's questions about Washington, D.C. See if you can find the answer in your notes. Tell your partner the information in your own words.



Fun Facts  
About  
D.C.



Theodore Roosevelt's six children brought their pets to the White House in 1901. As well as many dogs they had a small bear, a lizard, guinea pigs, a pig, a badger, a blue macaw, a garter snake, a one-legged rooster, a hyena, a barn owl, a rabbit, a pony and a hen.

When the Washington Monument opened in 1884 it was the tallest structure in the world, until the Eiffel Tower in Paris opened in 1889. A law says that no building in D.C can be higher than 40 meters. The Washington monument is 169 meters.



Fifty-five percent of Washington, D.C. residents hold a four-year college degree or higher (compared to 30 percent of the U.S. population).

There's a bathtub in the basement of the U.S. Capitol! Four tubs were installed in 1859 when most senators lived in houses that had no running water so they bathed at work. One of these tubs can still be seen today.

