



# TEACHER'S GUIDE

## LESSON 21: WHAT PLACES ARE IN YOUR TOWN?

**Video summary:** Anna's cat needs help. Anna looks for an animal hospital but finds many other places near her home.

**Functional purpose:** Talk about nearby public services and their locations

**Grammar:** Prepositions: *across from, behind, between, next to, in front of*

**Questions:** What places are in your town?

**Answers:** My favorite \_\_\_\_\_ is near my home; My town has many \_\_\_\_\_. We have a \_\_\_\_\_ in our town.

**Key words:**

Adj	Adv	N	Preposition	Services	V
front	just	alley	across from	animal hospital	break
lost	of	clothes	behind	bank	describe
sick	course	couch	between	dentist	fight
useful		hair	next to	fire station	hide
working		haircut	in front of	gas station	lose
		location		library	repeat
		luck		police station	saw
		map		post office	
		medical		restaurant	
		package		salon	
		phone		school	
		reading			
		salon			
		service			
		skill			
		trash			
		travel			
		walkie-talkies			

## **PREPARE TO WATCH**

### **Get students' attention**

- Say, "What places do you see on your way to school?" List student responses on the board, or if teaching online, between their home and a local landmark such as a market or park.
- Point to the list of places and say, "Today we are talking about places like these. We are also talking about the people who work in our town."
- Continue, "And we are learning to explain where places are, so people can find them."

## **CONNECT TO STUDENTS' EXPERIENCES**

- Say, "Every town needs to have services, or people who help. Most towns have a school, a police station, and a fire station. What do you think about your own town? Does it have the things you need?"

### **Guess: What will happen?**

- Show the image of Anna reading a map. Say, "In this lesson, Anna wants to find something."
- Ask, "What do you think Anna is looking for?"
- Take student guesses and say, "Let's check after we watch the video."

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### WATCH AND REVIEW THE VIDEO

**Check understanding with specific questions** (add your own as necessary)

- Teach one or two new words from the video, such as *walkie-talkies*.
- Ask, “How does Anna move from place to place in her town?” (She uses the “travel walkie-talkies.”)
- “What are the names of some of the places?”
- Talk more about the video. Ask students what they liked, what made them laugh, what parts they want to see again.

## ACTIVITIES

### 1. Preposition Stories

#### Set up/materials

- Bring some stuffed animals, dolls, or simple toys to the classroom. If possible, have enough so each group of four students in the class can have at least three of the objects to move around as they practice using prepositions. If these are not available, have students draw pictures on small pieces of paper to use in the activity.
- Write the prepositions used in this lesson on flashcards or on the board:

across from  
behind  
between  
near  
next to

- Tell students that in this activity they can use the toys to tell stories and use words that show location.

#### How to

- Show how to tell a story with the toys.

Hold up a toy or doll. Place it on the table. Say, "I have a bear. The bear is on the table."

Pick up another toy. "This is the bear's car." Put the car on the table next to the bear.

Ask, "Where is the bear's car?" Point to the words *next to* on the board. Have students repeat the answer, "The car is next to the bear."

Continue with a doll. Say, "Here is the bear's friend. Her name is Emily." Place the doll between the bear and the car. Point to the word *between* on the board.

Ask, "Where is Emily?" Have students repeat, "Emily is between her friend Bear and the car."

Have students form groups and hand each group several objects to place on a desk or table.

Continue with other toys, using the prepositions *behind*, *across from*, and *near*.

- Say, "Now you can make your own stories about these toys."
- After each group has had time to move their toys around and tell a story, ask a group to share with the class.

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### Variations

- Have students write the prepositions on cards or small pieces of paper. When they put the objects in certain locations, they can place a card to show the preposition that connects with the position of the object.
- For more advanced students, have students write their stories and draw a picture of the toys on their desk to illustrate them.
- Use other pictures or videos and have students explain the position of objects.

## 2. Read and Write

### Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

### How to

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases on their activity sheets. The words are:

The library is next to the school.

The fire station is across from the hospital and police station.

The hospital is between the police station and the post office.

The park is in front of the school.

- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

### Variation

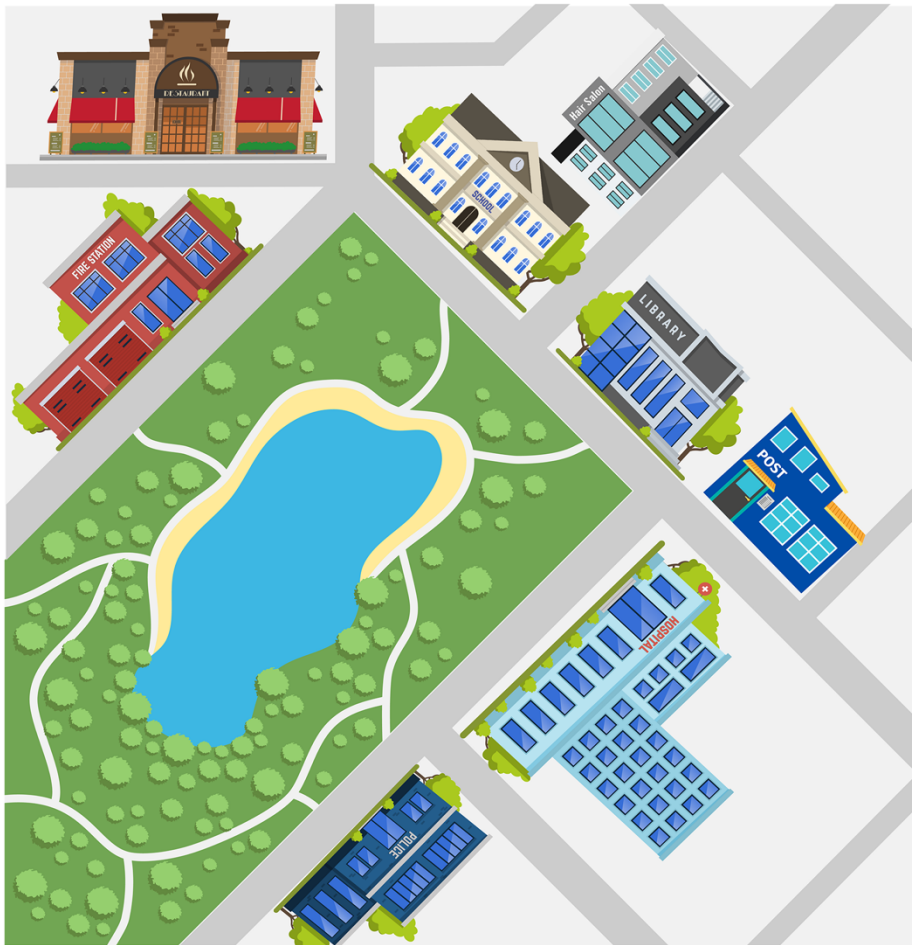
- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to make “Where is . . . ?” questions for their partner about the relationships between places on the map such as the hair salon and the school.



# READ AND WRITE

The library is   the school.

The fire station is    
the hospital and police station.



The hospital is  the  
police station and the post office.

The park is    the school.

### 3. Listen and Speak

#### Set up/materials

- Have students form pairs. Note that this activity has a *Student A* sheet and a *Student B* sheet. Make sure they are not printed 2-sided, because students will be separating the images on them for the activity.
- Give one member of each pair the *Student A Listen and Speak* activity sheets (pages 1 and 2) and the other the *Student B Listen and Speak* activity sheets.
- Provide scissors, if possible, to cut out the circles showing locations on Page 1 and the figures (people) on Page 2. Or, have students carefully tear around the images to separate them.

#### How to

- Tell students that they are making a town and telling a story about the people in it. Begin by showing the places on Page 1 of the sheets.
- Say, “These are the places in your town. Let’s say the names of the places together.” Have students repeat the names of the locations:

Student A sheet: *fire station, hair salon, hospital, police station, space station\*, school, market (supermarket)*

Student B sheet: *bus station, animal hospital, post office, library, restaurant, dentist, school*

- Review the prepositions by having student repeat:

*across from, behind, between, near, next to*

- Have students look at Page 2 of their activity sheets. Ask, “Can you say the jobs these people have?” Have students tell you what they think the jobs are. After hearing from students, list the words on the board and have students repeat them:

Student A sheet: *astronaut, shopkeeper, firefighter, hair stylist, police officer, teacher*

Student B sheet: *cook, animal doctor (vet), dentist, bus driver, librarian, mail carrier, server*

- Say, “Cut out the places. We are putting them on our tables to make the town.”
- After students have placed the location circles, say, “Now cut (or tear) out the people.”
- Have one pair of students demonstrate the activity with the sample conversation.
- Monitor students as they create their towns and stories.

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### Variation

- For more advanced students, the stories can be written and posted on the classroom walls or shared in an online location.
- \* Tell students that they can say the space station is *above* the town.



● LISTEN AND SPEAK

Let's Learn English with Anna!

Student A  
Page 1

Work with a friend who has the Student B sheet.

Cut out the places in a town and put them on your desk. Cut out the people on page 2 and tell your friend where each person works. Ask your friend to tell you about the people and places in their town.

Example: This is Farida. She works at the hospital. She is friends with Mariam. Mariam is a firefighter. She works at the fire station. It's next to the hospital.

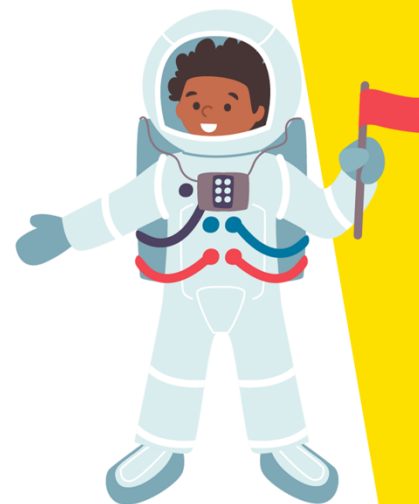


Places: fire station, hair salon, hospital, police station, space station, school, market (supermarket)  
Location words: across from, behind, between, near, next to

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● LISTEN AND SPEAK

Give each person a name. Look for the name of their job in the word list. Tell your friend about where they work.



Words: astronaut, shopkeeper, firefighter, hair stylist, police officer, teacher

**LISTEN AND SPEAK**

Let's Learn English with Anna!

Student B  
Page 1

Work with a friend who has the Student A sheet.

Cut out the places in a town and put them on your desk. Cut out the people on page 2 and tell your friend where each person works. Ask your friend to tell you about the people and places in their town.

Example: This is Pat. She drives a bus and works at the bus station. Her friend Mark works at the library. He is a librarian. The library is across from the bus station.



Places: bus station, animal hospital, post office, library, restaurant, dentist, school

Location words: across from, behind, between, near, next to

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● LISTEN AND SPEAK

Give each person a name. Look for the name of their job in the word list. Tell your friend about where they work.



Words: cook, animal doctor (vet), dentist, bus driver, librarian, mail carrier, server

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## LEARN MORE

### 1. What do we do at these places?

#### Set up/materials

- This activity gives communication practice about actions connected with places.
- Prepare of list of places and activities/actions associated with them. If needed, write down key vocabulary on the board.

#### How to

- If possible, show the part of the video where the host says, “At a post office, we mail letters and packages.”
- Then say and write on the board a few other examples, such as, “At the library, we can read books.” Ask students to give examples of some other places they know, such as a market or their home.
- Ask the class to list more places of activity, including ones from the video and lesson. Write down their answers on the board. For example:

park or playground, doctor's office, gas/petrol station, lake, barber shop, auto repair shop, mobile phone store, bank, football game, restaurant, clothing store, bus station

- Put students into pairs or small groups and have them try to write as many actions as possible for each of the locations on the board. Depending on the students' ability, they can simply write single words/verbs, short phrases, or complete sentences. Help the students by giving them the necessary vocabulary or referring them to lists and definitions you have prepared.
- Have groups read aloud their lists to the whole class. Teach new vocabulary as needed and write it on the board.
- Have the whole group try to say more activities for some of the places listed.

#### Variations

- Use this activity to give extra practice from previous lessons, such as *What Do You Do at the Beach?*
- Have students take the verbs and other vocabulary generated by the activity and write more about activities they or other people can do at different places. As a variation, use a large piece of paper, posterboard, or simply the board in the room. Write the name of the location in the

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center, and have each student write activities extending out from the center, eventually forming a circle (like the spokes of a bicycle tire).

- Take two places and have students write activities for each. If the same activity can be used for each place, show this relationship by using overlapping circles (a Venn diagram).
- Show a short video showing people doing various activities or actions at a certain place. You can mute (turn off) the audio to help students focus on actions instead of dialogue. Have students say and write the actions they see. You can use this activity to contrast present progressive (*They are waiting in line*), used to describe current action, with simple present (*People eat cake at birthday parties*), used to describe habitual actions or routines.

## CHECK UNDERSTANDING

### 1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. We mail \_\_\_\_\_ at a post office.
2. Anna is \_\_\_\_\_ the store by the trash.
3. The library is \_\_\_\_\_ the fire station and the school.
4. Anna is \_\_\_\_\_ to a bank.

#### Answer key:

1. letters
2. behind
3. between
4. next



QUIZ

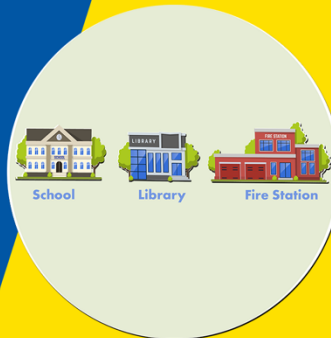
1. We mail  at a post office.



2. Anna is  the store by the trash.



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