



**LEVEL 1**  
**LESSON 5**  
**WHERE ARE YOU?**

<p><b>Topics</b></p> <p>Asking about location Naming places and activities Naming rooms in a house</p>	<p><b>Prepare Before Class</b></p> <p>Images of students studying in different locations</p>
<p><b>Learning Strategy</b></p> <p>Plan to learn</p>	<p><b>Goals</b></p> <p>Grammar: BE + location Speaking: BE + location Pronunciation: Question intonation</p>

**Day 1**

***Introduce the Lesson Topic***

Say, “Today we will learn about naming places, such as rooms in a house. We will also learn how to ask where to find places.”

***Present the Conversation***

Play the video or ask a few students to read the conversation. Tell students that the video will show four rooms in a house.

Tell students to repeat the following sentences when the video pauses or after listening to the conversation read aloud.

**Main Video Script – Lesson 5**

**1. Listen:**

I am in the living room.

I relax in the living room

**Speak:**

(Image of Anna in the kitchen)

I am in the \_\_\_\_\_.

(Image of Anna in the living room)

I relax in the \_\_\_\_\_.

**2. Listen:**

We sleep in the bedroom.

I wash in the bathroom.

**Speak:**

Now you try it. Say where you are.

We \_\_\_\_\_ in the \_\_\_\_\_.

I \_\_\_\_\_ in the \_\_\_\_\_.

## Teach Key Words

Have students listen to the Speaking Practice video and say the words or repeat after you.

After the key words, the video teaches about places. Some places, like “upstairs” have no preposition. Point out the lines in the video: “I am in the kitchen” and “Let’s go upstairs.” Ask students to make sentences with other locations.

### Speaking Practice Script – Lesson 5

#### 1. Talking about location

Where + BE + pronoun

Where are you?

Where \_\_\_\_\_? (you)

We usually use a preposition, like “in,” with a location. Some locations, like “upstairs,” have no preposition.

#### 2. (Image of Anna walking up stairs)

I am upstairs.

(Image of Anna in the kitchen)

I am in the kitchen.

Now you try it.

I am \_\_\_\_\_. (in the kitchen)

Ask students about the location of places in your school. Tell them to use the word “in.”

Here are some possible questions and answers:

“Where are the books? - In the library / bookshelf”

“Where do we eat? - In the cafeteria / lunch room / yard.”

“Where is the principal? – In the office.”

## Pronunciation Practice

The Pronunciation Practice video teaches two ways to ask a question. The first way is to make your voice go up. For example, “You are in the kitchen?” The second way is to change the order of the subject and verb. For example, “Are you in the kitchen?”

### Pronunciation Practice Video Script - Lesson 5

1. To ask a question, use a rising tone of voice.

Anna? Where are you?

A statement with a rising tone becomes a question.

Listen:

You are in the kitchen?

Now you try it. Say “You are in the living room” with a rising intonation.

You are in the living room?

2. Questions can change word order.

Listen:

You are in the kitchen. (Graphics show ‘are’ and ‘you’ changing places.)

Are you in the kitchen?

Now you try it. Make your voice go up at the end.

Are you in the kitchen?

## ***Learning Strategy***

Tell students that in today's lesson, they will learn how to plan their learning. Explain to students that when we study, we should think about how we learn best. Because we are all different, we have different needs. Some people like to study in a café, with noise around them. Other people like to study in a quiet place.

Ask students to think for a few minutes about how they study best. Then ask them to tell you about where they like to study. Let several students respond.

Tell students that in this lesson, they are going to learn how to name rooms in a house and say what they do in each room. By the end of the lesson, they will also be able to plan how and where to study well.

### ***Learn the Rooms in a House***

Show students the images from the Resources section under the heading, How do you study best? Say, "Think about how you learn best. Do you like to study alone? Or with a friend? Maybe you like working in a small group." Cut out the first row of pictures and put each of the three pictures in a different corner of the room. These are:



After placing the images, explain, "These are our groups: 1. study alone; 2. study with a friend; and 3. study in a group." If the room is large, draw the locations on the board and number them to make them clear to students.

Ask, "What do you like to have around you? Do you like to have some music playing? Or do you like a quiet place?"

See the Resources section for copies of these images. Place a copy of each of the images in the first three locations.



With music



In a quiet place



In a busy place

Continue, “In a minute, I will ask you to choose a group. Go to it and choose a picture to stand by - quiet, music or busy. Ask one or two others near that picture to study with you today. Your job is to learn how to say, in English, the names of four rooms and what people do in the rooms.” Tell students they will work alone or in groups to learn how to say the names of the rooms and the activities.

Give students the “Rooms in a House” sheet from the Resources section and these directions:

1. Take your paper and a pen, stand up and go to the place that matches you. Talk with the other students in your corner.
2. If you are in the ‘study alone’ corner, you can sit down there and begin studying alone for five minutes. Then work with a partner to practice what you learned.
3. In the other groups, make pairs or a small group to work on your assignment for this class.

If students do not form groups, move around the room matching up students until everyone has either settled to work alone or with a group or partner.

Call students’ attention. Say, “Let’s come together again. Show me how well your study plan worked.” Have several groups or pairs of students ask and answer questions about the rooms in a house.

Ask what students think about the strategy Plan to Learn. Were they in a quiet or busy group? Could they study well? Did they work alone or with a friend? Did the activity become easier working with a friend or in a group?

## ***Activity – Things in a House***

Give students the Activity Sheet, which is similar to “Rooms in a House” used in the previous activity, but with objects in the room. Ask them to write the name of each room in the blank space next to it. They can write the names of the objects or draw things in the room itself. Tell students to compare with a partner’s sheet. Ask students to tell their partner about three things in their drawing, using the words they have learned so far. For example:

The bed is upstairs in the bedroom.

The table is in the kitchen.

The sofa is in the living room across from the television.

The bathroom is next to the bedroom.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, “My friend Marsha is at her friend’s house.”
2. Marsha says, “Anna, where are you?”
3. Anna says, “I am in the bathroom.”
4. Anna tells her, “I am in the kitchen.”
5. Marsha says, “I am in the bedroom.”
6. Anna says, “Let’s go upstairs.”

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

## ***Writing***

Help students prepare to write by discussing activities in places in a home where the students live. Give an example of connecting the activities in one room, such as: “I make dinner in the kitchen and then we eat it. After that, my husband washes the dishes.” Write some of the words students might need on the board for students to use in their written work.

Write the writing topic on the board:

Choose one room in your house. Write about three things you can do in the room.

### ***Conversation***

**Anna:** Hello, everyone! Today my friend Marsha is at her friend's house.  
She says it is beautiful. I want to see this house! Here we are!

**Anna:** Marsha, I am in the kitchen!  
It is a beautiful kitchen!

**Marsha:** It is beautiful.  
We cook in the kitchen.

**Anna:** I eat in the kitchen.

**Marsha:** We relax in the living room.

**Anna:** I relax in the living room.  
Marsha, let's go upstairs!

**Marsha:** Anna? Where are you?

**Anna:** Marsha, I am in the bathroom!  
I wash in the bathroom.

**Marsha:** I am in the bedroom.  
We sleep in the bedroom.

**Anna:** I sleep in the bedroom!

## ***Key Words***

**bathroom** - *n.* a room with a sink and toilet and usually a bathtub or shower

**beautiful** - *adj.* very good or pleasing; having beauty

**bedroom** - *n.* a room used for sleeping

**eat** - *v.* to take food into your mouth and swallow it

**house** - *n.* a building in which a family lives

**kitchen** - *n.* a room in which food is cooked

**living room** - *n.* a room in a house for general family use

**relax** - *v.* to spend time resting or doing something enjoyable

**sleep** - *v.* to rest your mind and body by closing your eyes

**upstairs** - *adv.* on or to a higher floor of a building

**wash** - *v.* to clean (something) with water and usually soap



**Rooms in a House**

**Step 1: Write the name of each room.**

**Step 2: Choose an activity: eat / sleep / relax / wash**

**Step 3: Tell your partner what you do in each room**



**I relax in the living room.**



- Living room**
- Kitchen**
- Bathroom**
- Bedroom**



## Quiz - Level 1, Lesson 5 - Where Are You?

Listen. Circle the letter of the correct answer.

1. Where is Marsha today?

- a. Marsha is at the front of the house.
- b. Marsha is at her house.
- c. Marsha is wearing a blouse.
- d. Marsha is at her friend's house.

4. What does Anna tell Marsha?

- a. I like chicken.
- b. What is in the kitchen?
- c. I am in the kitchen.

2. What does Marsha say?

- a. Andy wears shoes.
- b. Anna, what are you doing?
- c. Anna, where are you?
- d. Anna, this can't be true.

5. Where is Marsha?

- a. She is in the bathroom.
- b. She is in the bedroom.
- c. She is in the ballroom.
- d. She is in the kitchen.

3. Where is Anna?

- a. She is in the ballroom.
- b. She is in the bathroom.
- c. She is in the restroom.
- d. She is in the bedroom.

6. What does Anna say?

- a. Let's go upstairs.
- b. Let's sit on the chairs.
- c. Come upstairs.
- d. I am on the stairs.

How do you learn best? Activity - Lesson 5



With music



In a quiet place



In a busy place



With music



In a quiet place



In a busy place



With music



In a quiet place



In a busy place

Cut out the images above. Place one of each into the three locations around the classroom which are associated with studying alone, with a friend, or in a group.

Draw the objects or write their names in the rooms.  
Write the name of each room.  
Tell your partner where the objects are!



The stairs are  
in the living room.



- Living room
- Kitchen
- Bathroom
- Bedroom
- Upstairs

