



LEVEL 1
LESSON 36
I CAN FIX THIS!

Topics Locations Objects in the Kitchen	Prepare Before Class Common object (paper or pencil)
Learning Strategy Substitute	Goals Grammar: Prepositions Speaking: Prepositions of location Pronunciation: Compound nouns

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn how to talk about where objects are located.”

Ask students, “Have you ever looked for something in the kitchen? What did you look for? Where did you look for it?”

Give students a chance to answer. Answers may include “I looked for spices in a drawer,” or “I looked for sweets in the cupboard.”

Tell them they are going to learn how to talk about these things in English today.

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Speaking Practice

After the key words, the video teaches about prepositions of location.

Speaking Practice Script – Lesson 36

1. Prepositions of location show where something is in relation to something else.

In this lesson you hear Anna and Marsha using prepositions “in” and “inside.”

Anna: I just need a couple of ingredients.

Marsha, please hand me the flour.

Marsha: Anna, where is the flour? It's not in the cabinets.

Anna: I put the flour inside the refrigerator.

In and inside have almost the same meaning.

“Inside” means within something.

“Under” means below something.

2. You can use more than one preposition to tell where something is.

For example, Anna tells Marsha that the eggs are inside a cabinet that is under the sink.

Anna: The eggs are inside the cabinet under the sink.

Now you try it. Answer the question:

Listen:

Where are the bananas?

Speak:

The bananas are ____ the pancakes.

Tell students, “Now we are going to practice some more.”

Place an object (such as a pencil or paper) under another object (such as a book.) Ask students, “Where is the ____? (pencil, paper).” Give students a chance to answer.

Ask one student to place an object somewhere in the room. Encourage students to use more than one preposition to tell where the object is. Work together as a class to come up with many examples.

Present the Conversation

Tell students that the video will show Anna and Marsha cooking food for friends. They are coming in thirty minutes.

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 36

1. Listen:
Where are the eggs?

Speak:
_____ the eggs? (where are)

4. Listen:
Hey, this tastes good!

Speak:
Hey, this _____ good! (tastes)

2. Listen:
The eggs are inside the cabinet under the sink.

Speak: The eggs are _____ the cabinet _____ the sink. (inside, under)

5. Listen:
You made it work!

Speak:
You _____ it _____! (made, work)

3. Listen:
What are you going to make with these ingredients?

Speak:
What are you going to make with these _____? (ingredients)

Pronunciation Practice

The Pronunciation Practice video teaches about the pronunciation of compound nouns like pancake mix, shopping list, and peanut butter.

Pronunciation Practice Video Script – Lesson 36

1. Intonation and Compound Nouns

In last week's lesson, Anna and Marsha talked about shopping and making dinner. They use several compound nouns.

It helps English learners to learn the stress or intonation of these nouns. Notice the stress pattern in the compound noun "shopping list."

Marsha: Hi, Anna. Do you have the shopping list?

We can write it like this to show the first sound is a little louder. **Shopping** list

Some food names are compound nouns, or nouns that have two or more words.

Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee... Anna, this is all wrong!

Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.

Now you try it.

Say these compound nouns and put more stress on the first part of the first word.

Pancake Mix (*Pancake* Mix)

Peanut butter (*Peanut* butter)

2. In this lesson, Anna puts some words together to talk about her dinner.

Marsha: You made breakfast.

Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!

In writing, we can use hyphens to connect the words that modify a noun.

In this sentence, the two words that get extra stress are "breakfast" and the second "dinner."

We can write it like this:

Yes! I call it let's-eat-**breakfast** -for-dinner **dinner!**

The stress pattern shows that these are the two most important words of the compound noun.

Now you try it.

Say this sentence with a compound noun.

I used my credit card to buy everything on my shopping list, then I got an ice cream cone.

I used my **credit** card to buy everything on my **shopping** list, then I got an ice cream cone.

Day 3

Learning Strategy

Tell students that in today's lesson, they will learn to substitute. That means using one thing instead of another.

Give an example. Say, "In this lesson, after Anna makes pancakes for dinner, she says, "Yes! I call it let's-eat-breakfast-for-dinner dinner!" She substitutes a breakfast food for a dinner food.

Give the Activity Sheet to students. Instruct students to practice the conversation shown on the sheet. Ask them to use gestures to show the location of the food relative to the objects in the kitchen.

Tell students, "We are practicing substituting to help you use it more easily with some harder words. When your partner understands the message from your words and gestures, you are doing the job of communicating with what you know."

Have students form pairs and do the activity. As students practice, remind them to substitute and help each other use the prepositions of location.

Day 4

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, "See, it says 'put in a cold, dry place.'"
2. Anna says, "On the farm, we always put the eggs there... how else can the chickens see them?"
3. Anna says, "You clean the living room... I will make dinner."
4. Marsha says, "What are you going to make with these ingredients?"
5. Marsha says, "Okay, the apartment is clean. The kitchen is not. What are you cooking?"

Anna says, "I made my favorite recipe: peanut-butter-banana pancakes!"

Marsha says, "You made breakfast."

6. Marsha says, "You made breakfast."

Anna says, "Yes! I call it let's-eat-breakfast-for-dinner dinner!"

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

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

What is your favorite recipe?

Is it an easy food to cook? Write how to make it.

If there is a variety of recipes, suggest putting them together to make a class recipe book.

Conversation

- Anna: Last time on Let's Learn English, Marsha and I invited friends to a dinner party but I shopped with the wrong list. Guests are coming soon. Marsha is worried but I have a plan. Let's see what it is.
- Anna: I just need a couple of ingredients. Marsha, please hand me the flour.
- Marsha: Anna, where is the flour? It's not in the cabinets.
- Anna: I put the flour inside the refrigerator.
- Marsha: Why?
- Anna: It's cold and dry in the refrigerator. See, it says: "Put in a cold, dry place." Okay, now, Marsha, please hand me the eggs.
- Marsha: Anna, where are the eggs?
- Anna: The eggs are inside the cabinet under the sink.
- Marsha: Anna, why are the eggs in here?
- Anna: On the farm, we always put the eggs there. How else can the chickens see them? Okay. You clean the living room. I will make dinner.
- Marsha: What are you going to make with these ingredients?
- Anna: I have a plan.
- Marsha: Okay, the apartment is clean. The kitchen is not. What are you cooking?
- Anna: I made my favorite recipe: peanut-butter-banana pancakes!
- Marsha: You made breakfast.
- Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!
- Marsha: Anna! Mmm! Hey, this tastes good! Anna, you made it work!
- Anna: That's our guests!
- Marsha: I'll answer the door.
- Anna: I'll finish here.
- Anna: Like I said, sometimes Marsha worries too much. When something goes wrong with your plan, just change the plan! Till next time!

Key Words

breakfast - *n.* the first meal of the day

cabinet - *n.* a piece of furniture that is used for storing things and usually has doors and shelves

dry - *adj.* having no or very little water or liquid

egg - *n.* a hard-shelled oval thing from which a young bird is born

flour - *n.* powder made from a grain (especially wheat) that is used in cooking for making bread or cakes

inside - *p.* in or into the inner part of (something or someone)

recipe - *n.* a set of instructions for making food

refrigerator - *n.* a device or room that is used to keep things (such as food and drinks) cold

sink - *n.* a wide bowl that has a faucet for water and a drain at the bottom and is usually positioned in a counter

taste - *v.* to have a particular flavor

under - *p.* in or to a lower place than (something)

Quiz - Level 1, Lesson 36 - I Can Fix This!

Listen. Circle the letter of the correct answer.

1. Why did Anna put the flour in the refrigerator?

- a. There was no room in the cabinets.
- b. She wants to keep it warm.
- c. The bag says to keep in a cold, dry place.
- d. She thinks the flour is too old.

4. How does Marsha ask what Anna is going to make?

- a. Where are you planning to do with the ingredients?
- b. What are you cooking for dinner with these things?
- c. What are you going to make with these ingredients?
- d. How are you going to make something for dinner?

2. Why did Anna put the eggs under the sink?

- a. They always did that on the farm.
- b. So the chickens can keep them warm.
- c. There is no room in the refrigerator.
- d. So no one can see them.

5. What makes Marsha angry?

- a. Marsha thinks Anna is not done.
- b. Anna made her favorite recipe.
- c. Marsha cannot clean the kitchen.
- d. Anna made breakfast, not dinner.

3. What strategy are Anna and Marsha using when Anna offers to make dinner while Marsha cleans the living room?

- a. Summarize
- b. Cooperate
- c. Self-Talk
- d. Substitution

6. What strategy did Anna use in this lesson?

- a. Predict
- b. Substitute
- c. Personalize
- d. Summarize

Write the numbers of the furniture and the letters of the food items from the pictures of the two kitchens below next to the correct names. Next, draw a picture of your kitchen in the blank space below. Then write several sentences using prepositions to describe all three kitchens. Read your sentences to two friends and let them try to guess which kitchen you are describing with each one. Then listen to their sentences and try to guess which they are describing. The first to guess correctly each time wins!

PREPOSITIONS

in

under

next to

on top of

above

inside

KITCHEN A



KITCHEN B



The carrots are in the sink.

- FURNITURE**
- sink
 - refrigerator
 - cabinet
 - stove

YOUR KITCHEN

- FOOD**
- eggs
 - flour
 - carrots
 - soup

The carrots are in the sink.

You are describing kitchen A!

Correct! You win!