



Theme: Helping Out

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Prepositions (1)	<ul style="list-style-type: none"> Emotions Greetings and the use of 'sorry', 'thank you' and 'please' 	Answering questions based on a passage	Picking out correct sentences to describe a story

Lesson Objectives

Students are able to

- use 'on', 'under', 'in', 'beside' and 'behind' to describe the position of the things,
- pick out correct sentences to describe a story.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 1
- Toys - a doll, a train set, a bag of alphabet blocks, a toy car, a spinning top
- Furniture to be used – a chair, a table, a cupboard
- A basket
- Word cards with the following prepositions ('on', 'under', 'in', 'beside' and 'behind')

Introduction / Warm-up Activity (10 min)

- Before the start of the lesson, place the toys in the classroom where the students should be able to find them. Place them in locations where the students need not move around to search for them but are able to spot the toys from where they are seated. Ensure that it is not too easy or too difficult for the students to find the toys. Also, ensure that all the prepositions to be taught in the lesson are learnt by placing the toys in the correct locations.
- When the students have settled down, tell the students that you have misplaced some of your favourite toys. Tell them that one of your toys is a doll and you need their help to locate it. Ask them if they know where your doll is. Let the students tell you where your doll is.
- Show that you are happy that you have found your doll. Get the students excited about being able to find your toys. Get them to help you find the other toys.

Lesson (20 min)

- Next, ask the students to help you locate your train set which you have earlier placed under the table. Ask them if they know where your train set is. Repeat this for the remaining toys until all are found.
- Show the students the words cards 'on', 'under', 'in', 'beside' and 'behind'. Get the students to read the word cards with you. Rephrase your questions and get the students to give you the answers in complete sentences.

Example:

- Where is my doll? It is behind the chair.

Repeat this activity by asking the students where they have found your other toys. Write their sentences on the whiteboard. Paste the appropriate word card reflecting the preposition used in each sentence.

Additional Activities / Closure (15 min)

1. Get the students to work in pairs. Get them to make up their own sentences for each preposition using the things they see in the classroom. Then, encourage each pair to share their sentences with the class.
2. Tell the students to turn to **pages 29 – 30 of Learning English Workbook 1**. Review the ‘Read and Learn’ section on **page 29**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **pages 35 – 36** as homework. Read the instructions together with the students. Then, discuss with the students what they see in the pictures. You may wish to go through the sentences with the students.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get students to cut out at least 3 pictures from newspapers, magazines or brochures that depict the use of prepositions learnt in the lesson. They have to write one sentence for each picture they find using an appropriate preposition.