



Lesson Plan For Lesson 16



40 min

Theme: Snack Time

Focus: Prepositions – ‘On’, ‘In’, ‘Above’, ‘Under’, ‘In Front Of’ and ‘Behind’

Lesson Objectives

Students are able to

1. identify different types of snacks,
2. complete sentences using the correct prepositions.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 1
2. Food and fruit items that can be eaten as snacks such as an apple, a carrot, a packet of biscuits, an energy bar etc
3. A printed copy of some common shapes such as a circle, a square, a rectangle, a triangle, a cube, a star etc
4. Writing paper or an English exercise book
5. A set of coloured pencils

Introduction / Warm-up Activity (5 min)

1. Place one of the food or fruit items on a table. Ask ‘yes/no’ questions.

Example:

- Is the apple **under** the table?

Repeat the question numerous times but each time replace the word in **blue** with another preposition.

Example:

- Is the apple **behind** the table?

2. Introduce the use of a proper sentence.

Example:

- No, the apple is not under the table.

3. Repeat this activity using the other items. Place the items in different places around the classroom so that the different prepositions can be used.
4. You may want to choose a few students to come up, one at a time, to place the items at different places.

5. The other students can then form sentences to describe where the items are.
6. Use a different coloured marker to write the prepositions used on the board.

Lesson (15 min)

Prepositions – ‘On’, ‘In’, ‘Above’, ‘Under’, ‘In Front Of’ and ‘Behind’

1. Explain what each of the prepositions means by using one of the items you brought to illustrate your explanation.
2. You may want to have students come up in pairs. Give them instructions such as ‘Noel, stand behind Jake.’ They then have to arrange themselves accordingly.
3. You may also want to give them instructions on where to place the items you brought such as ‘Ben, hold the apple above your head.’
4. You may also want to arrange the items on your desk and ask the students questions such as ‘What is on the packet of biscuits?’ or ask questions related to the arrangement in the classroom such as ‘Whose English book is on the desk? Whose feet are under the table?’ etc.

Classroom Activities / Assessment (10 min)

1. Refer the students to **pages 91 – 92 of Learning Grammar Workbook 1**. Read the examples to them.
2. Complete **Exercise 38, pages 93 – 94** together with the students.
3. Facilitate the students’ learning by walking around to check their answers.

Additional Activities / Closure (10 min)

1. Give each student a copy of the printed shapes.
2. Have them colour the shapes and cut them out.
3. Ask your students to arrange two shapes at a time on the writing paper or the exercise book and write a sentence about each arrangement. For example, after pasting the square above the triangle, they can write ‘The square is above the triangle.’
4. You may want to write the names of the shapes on the board.

Optional Activities

1. Ask the students to complete **Exercise 39, pages 95 – 97** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to list three things that are found in the students’ homes and get them to observe how these things are arranged.
4. Get them to give you some examples of what they have observed at the next lesson using the prepositions taught.