



Theme: Let Me Try!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Quantifiers Prepositional phrases 	Abbreviations	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. identify and use prepositional phrases,
2. abbreviate words,
3. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Picture cards for students to make sentences about them using prepositional phrases
3. A sheet of paper with sentences (Ensure that a word in each of the sentences can be abbreviated.)
4. Visualizer projector
5. A pack of 30 cards with words and their corresponding abbreviations (Ensure that each pair has a pack of cards.)
6. A passage or article with at least 8 prepositional phrases found in it
7. A sheet of paper with clauses which the students have to complete with prepositional phrases

Introduction / Warm-up Activity (10 min)

1. Show the students the picture cards, one at a time. Discuss with the students what each picture card shows them. Write the students' responses on the whiteboard.

Example:

- There is a bowl of grapes on the table.
- The packet of flour is behind the mixing bowl.

Lesson (20 min)

1. Ask the students to identify the prepositions in the sentences. Elicit from the students the function of prepositions. Circle the prepositions in all the sentences shown on the whiteboard.

Example:

- There is a bowl of grapes on the table.
- The packet of flour is behind the mixing bowl.

Tell the students that they are going to learn about prepositional phrases for today's lesson. Write the words 'Prepositional phrases' above the written sentences on the whiteboard. Explain

to the students that a prepositional phrase is a group of words which starts with a preposition. Using the sentences on the whiteboard, underline the prepositional phrases.

Example:

- There is a bowl of grapes on the table.
- The packet of flour is behind the mixing bowl.

2. Point out to the students that prepositional phrases can be formed in this way: preposition + noun. Use any of the sentences which are already on the whiteboard to show examples.

Example:

- on the table / behind the mixing bowl / into the oven / out of the tray

Get the students to come up with other prepositional phrases that are formed in a similar way.

3. Point out to the students that prepositional phrases can also be formed in this way: preposition + adjective + noun. Use any of the sentences which are already on the whiteboard to show examples.

Example:

- on the small table / behind the large mixing bowl / into the hot oven / out of the iron tray
- Get the students to come up with other prepositional phrases that are formed in a similar way.

4. Point out to the students that prepositional phrases can describe a verb. Use any of the sentences which are already on the whiteboard to show examples.

Example:

- Walk around the garden.
- Stand before the class.

Get the students to come up with other prepositional phrases that are formed in a similar way.

5. Point out to the students that prepositional phrases can describe a noun too. Use any of the sentences which are already on the whiteboard to show examples.

Example:

- Add in a spoonful of brown sugar.
- The discotheque admits everyone above 18 years old.

Get the students to come up with other prepositional phrases that are formed in a similar way.

6. Next, let the students read a sheet of paper with 8 sentences written on it, one at a time, on the visualizer projector. Then, tell the students that they can shorten a word in each of the sentences. Show them a list of abbreviations which they can choose from to replace the words in the sentences.

Example:

- I am working at Gemstone Limited.
- I am working at Gemstone Ltd.

7. After completing all 8 sentences with the correct abbreviations in each of them, ask the students if there were clues that helped them identify which words can be abbreviated. Let them tell you that abbreviations can be made from the initials of words and are often capitalized without full stops.

Example:

- United Nations – UN

In addition, let them tell you that some abbreviations use certain letters in the original word.

Example:

- millimetre – ml

Additional Activities / Closure (15 min)

1. Put the students in pairs. Let them play a game of 'Snap'. Tell them that a pack of cards are given to them which contain words and their corresponding abbreviations. Tell the students to give out the cards equally. After that, get them to pick up their own set of cards and check if any of their cards have words with their corresponding abbreviations. If there are, tell the students to pair the cards up and put them on the table in front of them. With the remaining cards they have, tell the students to shuffle them and place them face down. Next, get the students to count 1 – 3 before opening the cards that they have at the same time. If the pair of cards can be matched, the player who hits the cards and say "Snap!" wins both cards. The game continues until all the cards have been matched. Let each player count the pairs of cards he has. The one who has more cards is the winner.
2. Tell the students to turn to **pages 91 – 93 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **pages 91 – 92 and page 93** before reading the instructions given in the exercises together. 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 **page 98** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Provide the students with a passage from a storybook or an article. Let them search for the use of prepositional phrases in the story or article and highlight them. Discuss with the rest of the class if the prepositional phrases are correctly identified.
2. Give students incomplete clauses which they have to complete using prepositional phrases. Tell them to be as creative as they can.

Example:

- Jonah put the cookies _____.
- Leave the gingerbread house _____.