Lesson Plan 1

Topic: Prepositions
Time: 35 mins
Class: Senior Primary (P.4 – P.6)

Learning objectives:
By the end of the lesson, students should be able to:
1. Show an understanding of the target prepositions of location (next to, across, in front of and behind).

Prior Knowledge:
- The meaning of different prepositions (in, on, under, above, between, near) to talk about the position of an object.

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<th>Time Allocation</th>
<th>Purpose</th>
<th>Procedures</th>
<th>Teaching aids</th>
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</table>
| 10 mins         | To introduce the topic of the lesson | 1. T shows a list of sentences with the prepositions including the target prepositions (next to, across, in front of and behind)  
2. T reads the sentences with students.  
3. T draws Ss' attention to the preposition(s) in the sentence(s).  
4. T shows pictures along with the sentences for better understanding. | PPT |
| 15 mins         | Practice | 1. T asks Ss to take out a soft toy.  
2. T asks students to follow the commands.  
T: put your toy “under the desk” “on the desk” “next to the desk”  
Repeat it for different target prepositions introduced to them in the beginning of the lesson. | Soft toy |
| 10 mins         | Consolidation | T tells Ss that they are going to play a matching game with his/her partner.  
T demonstrates the game.  
Ss need to match the picture cards and the preposition cards. S who gets more pairs is the winner of the game. | Matching cards |
Lesson 2

**Topic:** Prepositions  
**Time:** 35 mins  
**Class:** Senior Primary (P.4 – P.6)  

**Learning objectives:**

By the end of the lesson, students should be able to:
1. Show an understanding of the prepositions *next to, across, in front of* and *behind* by drawing a school map to indicate location.

**Prior Knowledge:**

**Vocabulary**
- Things and places in a city: a bus stop, a cake shop, a cinema, a clinic, a fountain, a park, a supermarket, and a swimming pool

**Grammar**
1. The meaning of “where” to ask for the location of a place, e.g. “Where is the school?”
2. The meaning of different prepositions (*in, in front of, on, behind, under, above, across, between, near and next to*) to talk about the position of an object.

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| 5 mins          | Presentation | T recaps the vocabulary of prepositions.  
T plays the song “Where is the school?” .  
T asks students to listen to the song. | [https://www.youtube.com/watch?v=lf0hc9boyFk](https://www.youtube.com/watch?v=lf0hc9boyFk) |
| 10 mins         | Practice | T distributes the lyrics of the song.  
T asks students to sing the song together. | Lyrics of the song |
| 20 mins         | Product | T asks students to read the lyrics and draw the map of the school accordingly.  
After completion of the activity, T invites students to show their work. | Lyrics Worksheet 1 |
Lesson Plan 3

**Topic:** Prepositions

**Time:** 35 mins

**Class:** Senior Primary (P.4 – P.6)

**Learning objectives:**

After the end of the lesson, students should be able to:

1. Use the interrogative adverb “where” to ask about location: *Where is the __________?*
2. Use prepositions to indicate location: *The ____ is (different prepositions) the _____.*
3. Use expressions such as “Go straight. Take the first/second turning on the right/left” to give directions.

**Prior Knowledge:**

**Vocabulary**

Things and places in a city: a bus stop, a cake shop, a cinema, a clinic, a fountain, a park, a supermarket, and a swimming pool

**Grammar**

1. The meaning of “where” to ask for the location of the place, e.g. “Where is the cinema?”
2. The meaning of different prepositions (*in, in front of, on, behind, under, above, across, between, near and next to*) to talk about the position of an object.

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| 5 mins          | Presentation| 1. T presents the context. T: *Today we are going to read the map of Miss Lee’s home. Let’s look at the map together.*  
*Where is Miss Lee’s house?*  

Map of Miss Lee’s home |
| 10 mins         | Practice    | 1. T asks students the question “Where is Miss Lee’s house?”.  
2. S answers the question: “It’s next to Watsons / It’s behind ParknShop”, etc.  
3. T asks individual Ss questions: “Where is the candy shop?”  
4. Individual Ss answers the questions.  
5. Girls ->Boys  
6. Boys -> Girls  

Map of Miss Lee’s house |
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<th>Information Gap activity</th>
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<tbody>
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<td>1. T tells students that they are going to do an information gap activity about two children who have moved to a new home and want to find out where different shops are.</td>
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<td>2. T invites a pair of Student A and B out for demonstration.</td>
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<td>3. Ss work on the information gap activity in pairs.</td>
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<td>4. T invites some pairs of students to come out and do the role play so as to check the answers with students.</td>
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<td>Map</td>
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