

## Prepositions

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### 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.

Time Allocation	Purpose	Procedures	Teaching aids
10 mins	To introduce the topic of the lesson	<ol style="list-style-type: none"><li>1. T shows a list of sentences with the prepositions including the target prepositions (<i>next to, across, in front of and behind</i>)</li><li>2. T reads the sentences with students.</li><li>3. T draws Ss' attention to the prepositions in the sentences.</li><li>4. T shows pictures along with the sentences for better understanding.</li></ol>	PPT
15 mins	Practice	<ol style="list-style-type: none"><li>1. T asks Ss to take out a soft toy.</li><li>2. T asks students to follow the commands. T: <i>put your toy "under the desk" "on the desk" "next to the desk"</i> Repeat it for different target prepositions introduced to them in the beginning of the lesson.</li></ol>	Soft toy
10 mins	Consolidation	<p>T tells Ss that they are going to play a matching game with his/her partner.</p> <p>T demonstrates the game.</p> <p>Ss need to match the picture cards and the preposition cards. S who gets more pairs is the winner of the game.</p>	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
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#### 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.

Time Allocation	Purpose	Procedures	Teaching aids
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.	<a href="https://tinyurl.com/yxhj84d8">https://tinyurl.com/yxhj84d8</a>
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.

<b>Time Allocation</b>	<b>Purpose</b>	<b>Procedures</b>	<b>Teaching aids</b>
5 mins	Presentation	1. T presents the context. <i>T: Today we are going to read the map of Miss Lee’s home. Let’s look at the map together.</i>  <i>Where is Miss Lee’s house?</i>	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

15 mins	Communicative Practice	<p>Information Gap activity</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. T invites a pair of Student A and B out for demonstration.</li> <li>3. Ss work on the information gap activity in pairs.</li> <li>4. T invites some pairs of students to come out and do the role play so as to check the answers with students.</li> </ol>	Map
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