

## MODULE FOUR

### **D PREPOSITIONS OF PLACE**

Aim	: Introduction to prepositions of place
Function	: Identifying prepositions of place
Objectives	: Listen and identify location of things by circling the correct pictures Listen and identify location of things by putting a tick in the correct boxes
Aids	: Flashcards D Worksheets D1, D2

#### **Teacher's Activity**

##### **Step One**

Revise the previous lesson by asking the learners the things they have on their desks. If you spot someone with an eraser on her desk, ask her, "What is that on your desk?" If she is not sure of what you are saying, point at the eraser and ask, "What is this?" If she has understood her previous lessons, she would respond, "An eraser" or just "Eraser". Then, ask the colour of the eraser. Go through this activity with the class quickly.

##### **Step Two**

Look around the class to see if anyone's book is on the desk. When you spot one, ask, "Where is your book, Jeffrey? ...Where?" Show gestures to mean *where*. The boy might just point at it. If this happens, you should say "On the desk". "Where, Jeffrey?"

Where is your book? On the desk.” (stress the word *on*) Have him repeat after you. Ask the class, “Where is Jeffrey’s book...It’s on his desk.” You may then proceed to use Flashcards D, which can be reproduced in the form of posters. Go through the pictures with the learners. Use the structure ‘The book is ... the desk.’ Stress on the words *on, in, under* and *next to*. Explain to the learners that these are words to show places or positions.

### Step Three

Distribute Worksheet D1. Explain to the learners that they will be listening to descriptions of places or positions of things (where they are). As they listen, they are to tick the correct pictures described. Introduce the word *box*. Show the boxes in the worksheet to the class.

#### Script

Get your coloured pencils ready.

Now, listen and circle the correct pictures.

1. The pen is on the book.
2. The socks are in the shoes.
3. The eraser is next to the handkerchief.
4. The ruler is under the chair.

\* Be sure to pause after each statement. Repeat it if necessary. Go through the answers with the class. You may ask for volunteers.

### Step Four

Distribute Worksheet D2. Explain to the learners that they will be listening to descriptions of places or positions of things. As they listen, they are to circle the corresponding objects.

#### Script

Have you got your pencils with you?

Now, listen and circle the correct pictures.

Listen carefully.

1. There is a yellow eraser next to a pair of blue shoes.
2. There are three blue sharpeners on the yellow table.
3. There is a yellow chair under the green table.
4. There is a green bottle on the red desk.
5. There is a blue sharpener in the green desk.
6. There is a red eraser on the blue ruler.
7. There is a green book under the yellow desk.

\* Remember to repeat each statement several times and pause to allow the learners to find the objects. If possible, enlarge worksheet D2 and discuss the answers with the learners after the activity. Invite volunteers. Don't forget to praise the learners for each correct response.

### Step Five

Play a game similar to 'Simon says'. Instead of using 'Simon says...' use 'Teacher says...'

#### Script

Teacher says:

- put your hands on your desk.
  - put your hands in the desk.
  - put your hands under the desk.
  - put your hands in your bag.
  - put your hands next to your desk.
- etc.

Worksheet D2 is a picture of a classroom. I started by talking about the things in the picture. We discussed the objects, the colours of the objects, and the numbers of the objects in the picture. I asked them to point at the objects being discussed. This was to check their understanding of the things and concepts they had learnt. When I felt that the learners were ready to proceed, I explained the procedures of the exercise and went straight into the activity. The learners had to listen very carefully as this time there was more information that needed to be processed at one time. They had to identify and find the objects based on the teacher's descriptions before circling them. A new skill was added here – listen and find. I had to repeat each statement at least four times. The learners were very attentive as they knew they had to listen very carefully in order to get all the information. Concentration played an important part in this exercise.

The last part of this lesson was playing a game similar to "Simon says". Instead of using "Simon says ...." I changed it to "Teacher says..." This session was very lively compared to the previous exercise as it involved physical movements of the learners.

## REACTIONS OF THE CHILDREN AND TEACHER TO MODULE FOUR

This module deals with prepositions of place. I have chosen to introduce only four prepositions - *on*, *in*, *under*, and *next to*. These are the most common ones used in our daily life. The objects and colours used in the exercises are the ones introduced in the earlier modules.

I started this session by making the learners recall some of the things they had learnt in the previous lessons. They must have had very good memories as they managed to remember what they had learnt in the earlier lessons, especially the “Kitten” song. Then, I went into Step One. As expected, when I asked one of the learners what she had on her desk, she looked at her desk and said, “This is a desk.” I went on by saying, “Yes, that is a desk. It’s your desk but what is on your desk? ...This, (pointing at the eraser)...what is this?” She answered, “Eraser”. I then asked for the colour of the eraser and this time she managed to get it right. This incident showed that the learner did not understand my question but responded to the word *desk*.

I proceeded to Step Two. When I did not get any answers to the questions “Where is your book, Jeffrey?” and “Where is Jeffrey’s book, class?”, I introduced the preposition *on*. “It’s *on* the desk.” I continued by using Flashcards D. After going through all the prepositions, I asked the same questions again. I was very glad when all of them answered “*On* the desk.” This proved that they had gauged the concept of the prepositions taught.

Doing the exercise in worksheet D1 was not a problem at all. They managed to complete the exercise within minutes.