

**Teacher:** Ms. Aymen I. Chaudhry (Emaan)

<b>Subject:</b> English	<b>Level:</b> Elementary	<b>Topic:</b> Prepositions of time					
<b>Course/Programme:</b> TEFL	<b>Resources:</b> Projector, Whiteboard, Markers, PPT, Cut-out sentence cards, Flash cards, Paper, Pencils & Worksheet	<b>Duration:</b> 45 minutes					
<b>Target Language:</b> English	<b>Strategy:</b> Peer & Group work						
<b>General Objectives:</b> By the end of this lesson the students will be able to: <ul style="list-style-type: none"><li>- Identify different kinds of <i>prepositions</i>.</li><li>- Demonstrate understanding of <i>preposition of time</i> and know how to use it.</li><li>- Formulate meaningful sentences.</li></ul>	<b>Specific Objectives:</b> By the end of this lesson , the students will be able to: <ul style="list-style-type: none"><li>- Review the <i>prepositions of time</i>.</li><li>- Match the pictures with relevant sentence cards.</li><li>- Create simple sentences using <i>prepositions of time</i>.</li><li>- Apply the learned skill in the worksheet provided.</li></ul>						
<b>Anticipated Problem(s):</b> <i>Students:</i> - The lesson is too complex for the students and runs slower than expected. <ul style="list-style-type: none"><li>- The lesson is too easy/boring for the students and runs faster than expected.</li></ul> <i>Teacher:</i> Absence of a projector or the projector does not work.	<b>Solution(s):</b> <i>Students:</i> - Allocate more time for discussion with peers to ensure the students get their puzzles right. <ul style="list-style-type: none"><li>- Provide the students with an additional activity to solve in the classroom.</li></ul> <i>Teacher:</i> Use the whiteboard to proceed with the lesson.						
<b>Skills:</b> <ul style="list-style-type: none"><li>- Read puzzle strips (cut-out sentence cards) to form meaningful sentences. (<i>Reading</i>)</li><li>- Match puzzle strips to produce meaningful sentences. (<i>Writing</i>)</li><li>- Question peers to find the other half of the puzzle to complete a sentence. (<i>Listening and Speaking</i>)</li></ul>	<b>Assumptions:</b> <ul style="list-style-type: none"><li>- Students may have forgotten or struggle to remember all of the previously taught <i>prepositions</i>.</li></ul>						
Procedure:	Phase	Timing	Interaction				
<i>Warm-up</i>							
<ul style="list-style-type: none"> <li>• Review the '<i>prepositions of place and movement</i>' by giving examples, as taught in the previous lesson.</li> <li>• Practice telling the time with the students and talk about the months and dates, revising the needed vocabulary before introducing the new topic.</li> </ul>	Engage	2 mins	T - Ss				
<i>Lesson Introduction</i>							
<ul style="list-style-type: none"> <li>• Introduce the lesson '<i>prepositions of time</i>', helping students to understand and identify <i>prepositions</i> with time (<i>at, on, by, before</i> and <i>after</i>).</li> <li>• Explain the <i>preposition</i>, <i>prepositional phrase</i> and <i>object</i> (a <i>prepositional phrase</i> ends with <i>noun</i> or <i>pronoun</i>).</li> <li>• State that we use '<i>at</i>' for a precise time, '<i>in</i>' for months, years, centuries and long periods and '<i>on</i>' for days and dates. e.g. <i>I have a meeting at 7 pm. Will we go to Mars in the future? Her birthday is on 12 October.</i></li> </ul>	Engage	5 mins	T - Ss				
<i>Presentation</i>							
<ul style="list-style-type: none"> <li>• Display a ppt eliciting the concept with examples. Encourage students to listen and cooperate.</li> </ul>	Engage	5 mins	T - Ss				
<i>Practice</i>							
<ul style="list-style-type: none"> <li>• Divide the class into <i>three</i> (3) or <i>four</i> (4) groups and provide each group with different pictures showing different sets of time. Students need to create a dialogue describing the pictures using the <i>prepositions of time</i>. Each group will be given 2 minutes to present their role-play.</li> </ul>	Engage	10 mins	T - Ss				

### Production

- Distribute cut-out sentence cards. Working in pairs, ask students to write a short story. Ask the students to underline the *prepositions of time* that they can find from the short story. Students will be given 5 minutes to do so. Discuss the answers with the students.

Activate

10 mins

Ss - Ss

### Activity

- Provide the students with worksheets to solve. The students will circle the correct word to complete the sentence in the first section and fill in the spaces according to the pictures given in the second section. This will be done individually by the students. Teacher will just monitor the work. Once done check and discuss answers with the whole class.

Activate

10 mins

Ss - Ss

### Assessment

### Evaluation

#### Classroom Assignment(s):

- Assess their knowledge by group and individual work and hearing how they use '*prepositions of time*'.
- Worksheets.
- Class Participation.

- Checklist
  - Rubric ✓
  - Mark Scale ✓
  - Observation ✓

#### Homework Assignment(s):

- Write a short story using the *prepositions of time*.

### Multi-level Students

- **Below Level Ss:** Provide Ss with short stories. Work with them to identify the *prepositions of time*.
- **On Level Ss:** Encourage Ss to identify and classify *prepositions of time*.
- **Above Level Ss:** Encourage Ss to write a short story using some interesting *prepositions of time* in it.

### Wrap-up

### Reflection

- What are the *prepositions of time*? Give some examples.
- Summarize the lesson by asking students their thoughts on the lesson. Collect their sentences to assess their knowledge of *prepositions of time*.

- Students with great interest were able to understand the *prepositions of time* and enjoyed doing the activities.

**Date:** 26-05-2015