



## Lesson Plan For Lesson 2



40 min

**Theme: Going to Different Places**

**Focus: Preposition – ‘With’**

### Lesson Objectives

Students are able to

1. identify different places,
2. answer questions using ‘with’,
3. rearrange words to form sentences that contain ‘with’.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Cards with pictures and names of the respective places written on them
3. Sentences with blanks that need to be completed with ‘with’ (Ensure that there are some sentences that need to be completed with other prepositions such as ‘on’, ‘in’ etc.)
4. Writing paper or an English exercise book
5. A set of coloured pencils

### Introduction / Warm-up Activity (5 min)

1. Place the cards in various places at the front of the classroom. Get the students to identify the place by looking at the picture. Read the names of the places written on each card.
2. Invite a pair of students to come to the front of the class. Whisper to them where you want them to go and have the other students guess where they are going. You may want to demonstrate a suitable answer before letting the other students answer.

**Example:**

- Jane is walking to the market with Peter.
3. Write this sentence on the board. Circle ‘with’ to bring to their attention the preposition used.
  4. Repeat this activity another 3 – 4 times.
  5. You may want to write all the sentences mentioned by the students on the board.

## Lesson (10 min)

### Preposition – ‘With’

1. Explain the different ways of using ‘with’.
2. Mimic a person writing on a piece of paper. Show the students the sentence ‘I am writing with a pencil.’
3. Mimic other actions and ask the students to guess what you are doing. Ensure that the preposition ‘with’ is used.
4. You may also want to write these sentences on the board.
5. You may want to invite students to the front of the class and have them act out an argument. Ask the students if they can form a sentence about what the students are doing using ‘with’.
6. Write this sentence on the board as well. Ensure that the sentences for the different uses of ‘with’ are placed in separate columns.

### Classroom Activities / Assessment (10 min)

1. Refer the students to [page 13 of Learning Grammar Workbook 2](#). Read the examples to them.
2. Complete [Exercise 7 and 8, pages 14 – 16](#) together with the students.
3. Facilitate the students’ learning by walking around to check their answers.
4. You may want to have the students write the purpose of ‘with’ in the questions by writing (U) for how something is used and (J) to show that people are doing things together.

### Additional Activities / Closure (15 min)

1. Pair up the students. Give each pair of students a set of sentences. Get them to select the sentences that need to be completed with the word ‘with’. Get them to copy these sentences on the writing paper or exercise book.
2. Allow the students to draw the items that they have mentioned in their statements.
3. Let the students colour the pictures (if time permits).

### Optional Activities

1. Ask the students to complete [Exercise 9, pages 17 – 18](#) as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want your students to write simple instructions on how to make a recycled robot. Tell them that the instructions should contain ‘with’ to show what they need to use to make the robot.