



Conversation Curriculum

Prepositions

Learning Objective: The students will use prepositions to explain the locations of objects in relation to one another.

Vocabulary

Lower Level	Beginning/Intermediate	Higher Level
Above Under Left Right	To the left of To the right of Next to Below	Underneath On top of Behind In front of

Before class: Review lesson plan and packet content. Make copies as necessary.

15 minutes

Warm-up Activity: Students pair up and discuss two different photos of classroom objects.

- Higher level students might use prepositions to describe the differences between the pictures (e.g. “the stapler was on top of the book before, and here it is to the right)
- Lower students can identify objects and indicate the differences by pointing, etc.

10 minutes

I do/We do activity: Teacher places copy of each photo on white board and preposition that describes its location.

- **Teacher:** call on student to identify object, describe the differences they see – using prepositions
- Model ‘They do’ activity with a volunteer.

20 minutes

They do activity: *Students work in similar ability pairs. 1 student draws an **orange** object card, a **green** preposition card, and a **blue** location/object card.*

- Partner (with the help of the pink “*the*” and “*is*” cards) pieces together the sentence and acts it out. (e.g.) “The STAPLER is UNDER the TABLE.”
- Student who drew the card asks his/her partner “Where is the _____?” Partner gestures or reads the sentence back.
- Give one person in each student pair a green sheet of paper (with images of classroom objects)
- Give their partner a yellow sheet and set of yellow classroom object photos.
- Student with the green paper will describe which objects are pictured and where the objects are located.
- Student with the yellow paper can ask clarifying questions and will arrange appropriate pictures so that their paper matches their partners.

*How detailed they are can vary according to student level. (i.e. a more advanced student might say “The table is in the middle of the paper under the chair.” A lower student might say “The table is under the chair” or just name the objects in the picture.)

10 – 15 minutes

Journal Writing: Students will write in their dialogue journals about one of the four following topics:

- Respond to the teacher’s response (i.e. continue the ‘dialogue’)
- Introduce yourself to the teacher (for new students)
- How do you practice the names of classroom objects? Are there any with names similar to their names in your language?
- Free-write about a topic of your choice



