

LESSON PLAN
Revising prepositions (an adaptation of the game “Hot potato”)

Name: Andreea Dumitru

School: CNP”Tudor Vianu”

Class: 6th grade

Level: intermediate

No. of students: 31

Revision - prepositions, communication abilities

Lesson Objectives:

- 1. to revise the use of prepositions**
- 2. to use ICT as a successful tool when learning a foreign language**
- 3. to develop speaking skills**
- 4 . to encourage cooperation**

Assumptions:

Students are already familiar with both the vocabulary being revised,. Also, students are able to work in groups, and they can handle basic computer skills.

Anticipated problems:

Students may find it difficult to deal working on the computer. Also, some students may be too competitive, thus unable to work in groups efficiently. Since the game involves working under a time limit, some students may find it difficult to concentrate.

Materials:

- Smart board
- Overhead projector
- Computers/laptops
- markers

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

- notebooks
- software : Hot potato

Activity 1- Warm up

Aim:

- to revise prepositions and help students improve their communication abilities

Procedure:

The students can be organized to work in groups of two, to prepare them for the next activity. The teacher then hands each student previously made cards, with instructions to act out dialogues in pairs. The prompts will be similar to the contexts to be tested by the “Hot Potato” game.

Examples of prompt cards:

Group 1: have classes? / Monday

Group 2: open presents? /Christmas morning

Group 3: travel to the airport? / bus

Group 4 cat sleep? / night

The teacher explains to the students that they should take turns asking and answering the questions using the information provided, and paying attention to prepositions. The teacher should also ask students to give full answers, not short ones, in order to better practice the use of prepositions. To prevent problems, the teacher can ask one group to act out the exchange in front of the class. Depending on the class, all the exchanges can take place at the same time, with the teacher walking around the classroom in order to observe the students’ progress, or, should the activity become exceedingly noisy, the teacher can ask each group to practice the dialogue with all the other students paying attention and providing corrections, if necessary.

A model of the exchange can also be written on the board, and the teacher can spend some time briefly revising the correct way of asking and answering questions using Present Simple, paying particular attention to the correct use of auxiliaries.

If there is sufficient time, and the activity progresses well, the teacher can also ask students to write down their short dialogue in their notebooks, underlining the prepositions used.

Interaction . S-T , T-S, S-S

Timing 10’

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

Activity 2

Aims:

- to use ICT as a successful tool when learning a foreign language
- to practise the use of prepositions
- to encourage cooperation

Procedure:

Interaction	Timing
S-S	30'
S-T-S	

The students will be working in groups of two, with both students sitting at a computer/laptop, on which they have the software installed. The teacher tells them to choose a name for their team, or assigns appropriate names to each team. The first three teams, who win the game by scoring 20 points, will be awarded first, second and third place according to the order in which they finished. As soon as the third team has won the game, all other students will have to stop playing. There will also be a ranking all the other teams, in order of how many points they managed to score. A team will not be automatically disqualified if they lose the game provided they are able to restart the game and score points before three teams finish.

Here are the instructions and the content of the game:

Click on the right answer. If you answer correctly, the game continues. If you answer incorrectly or you run out of time, the potato will explode.

1. Click on the right preposition to fill in the blank:

My dog never sleeps.....night.

- a) at
- b) in
- c) on
- d) under

2. Click on the right preposition to fill in the blank:

I am very happy because I am.....holiday.

- a) in
- b) on
- c) at
- d) before

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

3. Click on the right preposition to fill in the blank:

..... Christmas we decorate trees and give presents.

- a) On
- b) In
- c) At
- d) During

4. Click on the right preposition to fill in the blank:

.....present he is working as a reporter.

- a) In
- b) At
- c) On
- d) Before

5. Click on the right preposition to fill in the blank:

I have English classesMonday.

- a) on
- b) at
- c) in
- d) during

6. Click on the right preposition to fill in the blank:

I am.....the bus now and I can't speak on the phone.

- a) in
- b) on
- c) at
- d) over

7. Click on the right preposition to fill in the blank:

.....New Year's Eve people make resolutions.

- a) On
- b) At
- c) In
- d) During

8. Click on the right preposition to fill in the blank:

The USA is too far away to go there by car. I have to go thereplane.

- a) on
- b) in
- c) by
- d) with

9. Click on the right preposition to fill in the blank:

When we land, John will be waiting for usthe airport.

- a) on

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

- b) at
- c) in
- d) to

10. Click on the right preposition to fill in the blank:
John: How can I get to the airport?

Mary:taxi.

- a) by
- b) with
- c) in
- d) on

11. Click on the right preposition to fill in the blank:
I am going to the dentist'sTuesday morning.

- a) on
- b) in
- c) during
- d) at

12. Click on the right preposition to fill in the blank:
I was born.....1990.

- a) in
- b) on
- c) during
- d) at

13. Click on the right preposition to fill in the blank:
The sea looks beautifulsunset.

- a) in
- b) during
- c) on
- d) at

13. Click on the right preposition to fill in the blank:
Mary: How do you travel to school?

John:foot.

- a) on
- b) by
- c) with
- d) in

14. Click on the right preposition to fill in the blank:
My flat is.....the ground floor.

- a) at
- b) on
- c) within

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

d) over

15. Click on the right preposition to fill in the blank:
He is going....school now as he has an exam today.

- a) at
- b) to
- c) for
- d) by

16. Click on the right preposition to fill in the blank:
British people have tea.....the afternoon.

- a) in
- b) at
- c) during
- d) on

17. Click on the right preposition to fill in the blank:
In Brazil it does not snowwinter.

- a) at
- b) over
- c) in
- d) by

18. Click on the right preposition to fill in the blank:
John is.....bed because he is sick today.

- a) at
- b) in
- c) on
- d) over

19. Click on the right preposition to fill in the blank:
Look, he isthat green bus!

- a) on
- b) in
- c) above
- d) within

20. Click on the right preposition to fill in the blank:
She is goingthe cinema now

- a) at
- b) to
- c) towards
- d) for

Answers:

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

- | | |
|-------|-------|
| 1. a) | 11.a) |
| 2.b) | 12.a) |
| 3.c) | 13.d) |
| 4.b) | 14.b) |
| 5.a) | 15.b) |
| 6.b) | 16.a) |
| 7.a) | 17.c) |
| 8.c) | 18.b) |
| 9.b) | 19.a) |
| 10.a) | 20.b) |

Activity 3

Aims:

- to use ICT as a successful tool when learning a foreign language
- to further consolidate and expand vocabulary
- to encourage cooperation

The teacher asks students, divided into groups of two, to write a short text using prepositions correctly. The teacher can either hand each group of students a note containing five or more prepositions to be used, including some less common ones, or tells students to use as many prepositions as they can in five coherent sentences. Alternatively, the teacher can arrange the students in two or three rows, and hand the students in the first desks a sheet of paper with the beginning of a sentence written on it. The students will have to continue the sentence and the story, making sure to always end with a preposition. They are allowed to finish a sentence and start another if they can think of no way of continuing the sentence.

For example: “It was on Christmas that he apologized for / his mistake of / taking the money without / asking. He always received money on/ Monday and at / the time thought, in/ spite of himself that the money left/on the table on/that day had been intended for/him. (etc)

When the sheet of paper reaches the students in the back of the rows, they can be collected, the stories read and decided which of the chain stories is better and/or has the fewest mistakes.



Education and Culture DG

Lifelong Learning Programme

European Strategies of Implementing ICT in Teaching Foreign Languages (through games)

Interaction S-T, T-S, S-S

Timing 10'