

Five Activities

Topic: Five Activities for Teaching the Prepositions between, in front of, behind and near to Young Learners in the 7-9 Age Range

Grade: young learners in the 7-9 age range

Purpose: to present the mentioned prepositions in an interesting and thus memorable way

How to use the material: It can be used as a guide how to make English classes more interesting and as an inspiration in the preparation for working with young learners

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Activity 1: Listen and look!

type of activity: presenting vocabulary

type of interaction: T-Ss

The teacher presents the prepositions (between, in front of, behind and near) by moving around the room and making use of the objects available, e.g.

*I am **between** two chairs* (Standing between two chairs)

*I am **near** the window* (Standing close to the window)

*Maria sits **in front of** Milen.* { Pointing at two pupils
*Milen sits **behind** Maria* { from a certain row

! The presentation should be done in a new, more interesting way. To attract the pupils' attention the teacher **should not** stick to the same examples, but rather make them up at the moment - after he/she has seen what objects the particular room can offer. In this way the first example would become much more **memorable** if for it were used dolls, teddy bears or some other playthings.

Activity 2:

Step 1: Listen and write the number!

type of activity: controlled aural practice

type of interaction: T-Ss

types of skills developed: listening

The teacher gives to each student a sheet of paper with the following four pictures and instructs them to listen carefully and write the number of the picture in the box, depending on what the picture presents.

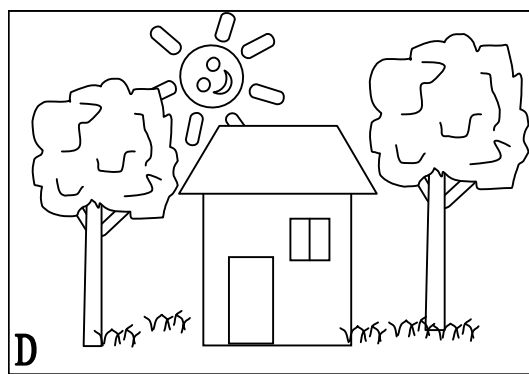
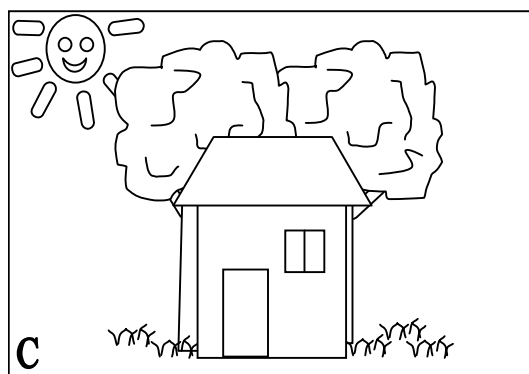
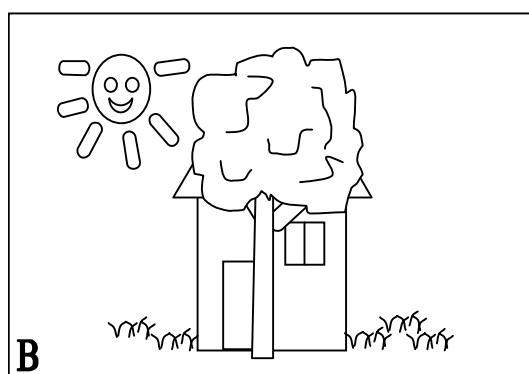
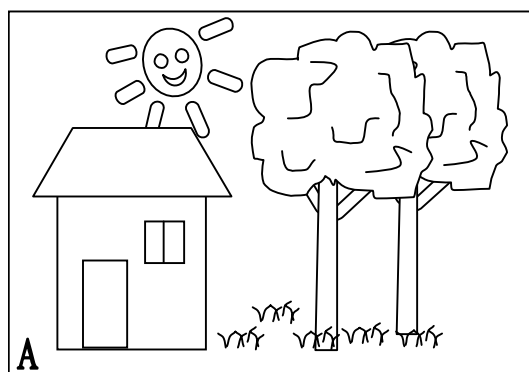
The teacher says:

Picture 1: The house is **between** the trees.

Picture 2: The house is **in front of** the trees.

Picture 3: The trees are **near** the house.

Picture 4: The house is **behind** the tree.



! The teacher might need to read them more than once or pause after each sentence.

The pupils give their suggestions as to the ordering of the four pictures (the correct order is D, C, A, B), thus repeating the sentences.

Step 2: Colour the pictures!

type of activity: creative practice

type of interaction: individual work

The pupils are given enough time to colour the pictures and are encouraged to repeat the sentences.

! The teacher may use this time to go around, monitor the activity and ask questions to individual students to check their understanding.

Activity 3: Simon says...

type of activity: free practice

type of interaction: S-S

types of skills developed: listening and speaking

The teacher gives an example - pointing to one of the children, Fanny for example, she/he says,

*Fanny, Simon says: Go **behind** the desk!*

Once Fanny has followed the orders, she herself can give orders to any other of her classmates and so on.

! This activity helps the teacher to find out if all the students have understood and remembered the newly presented prepositions. It may be used to recycle previously presented prepositions (in, on).

It may be prolonged until all the students have taken turns, or until it is interesting and useful.

Activity 4: Make a picture of your own!

type of activity: creative practice

type of interaction: individual/pair work/group work
types of skills developed: listening and speaking

The teacher gives each pupil a set of objects cut out of coloured paper. These are a pair of trees, a house, sun, a pair of clouds, and a cat. Children are asked to compose whatever picture they want and then to comment on it using sentences like

*My sun is **in front of** the clouds, or
The cat is **behind** the tree.*

! This is similar to Activity 2 but it gives the pupils more freedom. This activity encourages the pupils' **vivid imagination** and uses it as a means for creating their own and thus memorable examples. It may be used for practising the names of the objects. It may also be useful for presenting colours.

Activity 5: Where is the hidden object?

type of activity: free practice

type of interaction: Ss-T

types of skills developed: listening and speaking

The teacher should hide several objects around the room before the period has started. The objects may be plastic fruit and vegetables, or toys. Then she/he should tell students about one of them and encourage them to ask questions in order to find out where it is.

Teacher: I have put an apple somewhere in this room. Where is it?

*Student(s): Is it **between/in front of/behind/near** the...?*

Once they have guessed the location of an object they can move on to the next one. This activity may also be used to revise previously presented vocabulary (prepositions in particular) like in, on, at, under, etc.

