

Module 7: Grammar Focus

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

https://www.youtube.com/embed/t2ckLMG_1IU?si=UtRkXIFGK7kQuiCB

https://www.youtube.com/embed/xsvfeqtvT9Y?si=fY_Ksnt4kiV0SwOv

<https://www.youtube.com/embed/MA9Zja3DWuY?si=f0JGcrTJdkQMufwi>

Class 1: Prepositions

Objectives: Helping students understand the use of prepositions.

How do I go about it?

- **Starter (10 mins):** Play a rhyme or a song and freeze.
- **Discussion (15 mins):** The facilitator can start by explaining what a preposition is and the different types of prepositions.
 - **Preposition of direction:** When a person A is unable to find a place, thing or a person, and person B tells the way by using certain words in the sentence to reach the final place is known as preposition of direction.
 - **For example:**
 - To: John travelled to Mumbai.
 - Onto: The cat jumped onto the table.
 - Into: Mary jumped into the water.
 - Through: The river runs through the woods.
 - Up: The store is right up the road.

- Down: The boy tumbled down the hill.
- **Preposition of time:** A preposition of time is a word that indicates when an action, event, or condition happens or will happen. Prepositions of time can be used to specify a specific time, period, or recurrence.
 - **For example:**
 - At: I will arrive at 7 p.m.
 - On: "My birthday is on September 15th."
 - In: "I'm going on vacation in July."
 - During: "The power went out during the storm."
 - Since: "He has been working on it since last year."
 - For: "I will be gone for a day."
- **Preposition of place:** A preposition of place is a word that describes the location of something in relation to something else in a sentence. Prepositions of place are used to establish spatial relationships and can help answer questions like "Where?" or "In what direction?".
 - **For example:**
 - In: I am in the kitchen.
 - At: I'm at work.
 - On: The books are on the desk.
 - Inside: Place the pen inside the drawer.
 - Near: She lives near the park.
 - Under: The cat is hiding under the bed.

• **Activity (30 mins):**

1. Facilitator can ask students to make 3-4 sentences for each type of preposition in class. This will help in better understanding. If the students are getting confused, the facilitator can explain more with examples.
2. Facilitator can play this video and conduct a quiz on Preposition for students.

<https://www.youtube.com/embed/6sjD-ebuV14?si=33DL8xemu6BN8NFy>

Note for teachers:

Plenary (2 mins):

- What is preposition of direction?
- What is preposition of time?
- What is preposition of place?
- What is the difference between all three prepositions?

Question for takeaway reflection (3 mins):

- Can you and your friends form one group and have a discussion on what happened in the class?
- What they understood in Propositions. What they did not understand?
- One student can be the leader and monitor the talk and give each person a chance to talk.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 2: Contraction Words

Objectives: To help students understand contraction words.

How do I go about it?

- **Starter (5 mins):** Breathing exercise: Imagine you are in a huge forest; can you hear the different wild animals making noises and playing with family. Can you share what you are

thinking?

- **Discussion (20 mins):** To form a contraction, you can remove one or two letters from two words and replace them with an apostrophe. For example, "she will" becomes "she'll" when you remove the "wi" and add an apostrophe. such as "I'm" for "I am", "he isn't" for "he is not", and "she's" for "she is".

<https://www.youtube.com/embed/vnB4Eu7X1Qg?si=9sqzsYXyWBQWh58r>

- **Activity (30 mins):**

- Facilitator can give the students the following sentences, and ask the students to rewrite the sentences using contraction words.
 1. She cannot swim.
 2. I do not want to go.
 3. He will come to school.
 4. I must not drink that.
 5. She is my friend.
 6. We are not going tomorrow.
 7. He is not doing his homework.
 8. I will not eat now.
- Facilitator can ask the students to use the contraction words and make their own sentences.

Note for teachers:

Plenary (2 mins):

- Give few examples of contraction words using it in sentences?

Question for takeaway reflection (3 mins):

- Facilitator can give this as an individual task. Students are to create a story and use contraction words in it.
- The story can be of 7-8 sentences.

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

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