



GRAMMAR

BULLA

G1-U8-L5



GRAMMAR

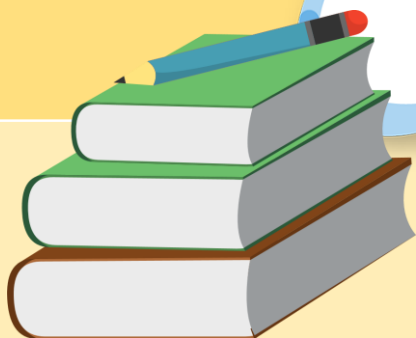
Where's ...? It's ...

@ **Where's** the popgun?

It's **in** the box.

It's **on** the chair.

It's **under** the table.



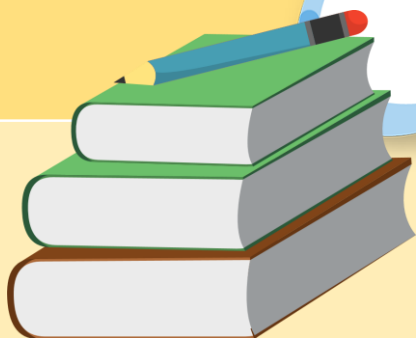
Tips: 1. Let the students know how to ask and answer Wh- questions: Where is...? 2. Ask question and let the students answer. 3. Correct the mistakes.(1 min)



GRAMMAR

Where are ...? They're ...

@ **Where** are the cars?
They're under the desk.
They're on the sofa.
They're in the bedroom.



Tips: 1. Let the students know how to ask and answer Wh- questions: Where is and where are...? 2. Ask question and let the students answer. 3. Correct the mistakes.(1 min)

PRACTICE

Multiple choice.

**1. Where's the doll?
It's _____ the box.**

A. in

B. on

C. under



Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

PRACTICE

Multiple choice.

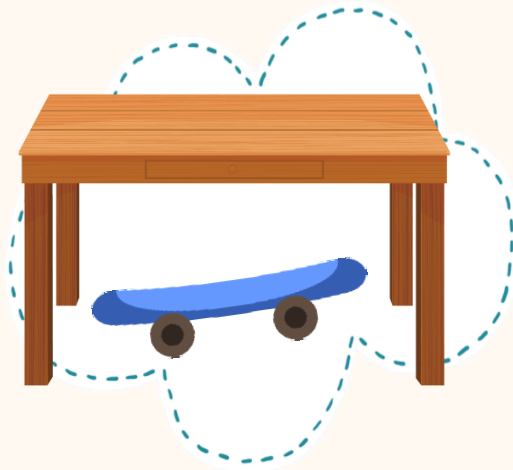
2. Where's the skateboard?

It's _____ the table.

A. in

B. on

C. under

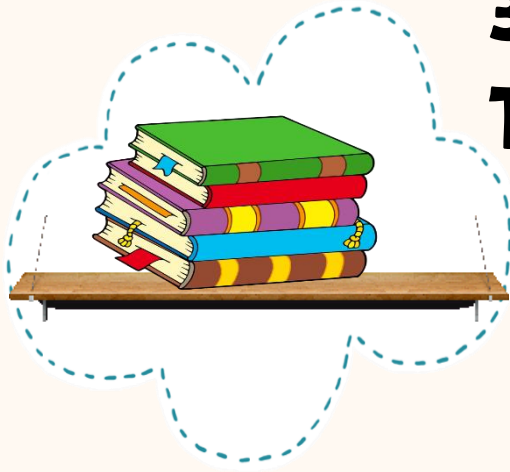


Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

PRACTICE

Multiple choice.

**3. Where are the books?
They're _____ the shelf.**



A. in

B. on

C. under



Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

PRACTICE

Look, read, and choose.

☐☐

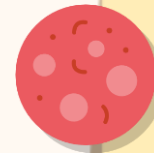
A: What do you want?

B: I want my barbie.

Where's my barbie?

A: It's on the shelf.

B: Oh, there it is. Thanks.



Tips: 1. Let the students read the sentences and choose the correct picture. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

PRACTICE

Look, read, and choose.

☐☐

A: Where's my cube?

B: I don't know.

**A: Oh, there it is. It's
under the desk.**



Tips: 1. Let the students read the sentences and choose the correct picture. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

PRACTICE

Look, read, and choose.



A: What do you want?

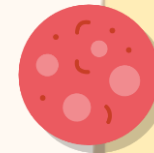
B: I want my popgun.

Where's my popgun?

B: It's under the bed.

A: Yes, there it is.

Thanks.



Tips: 1. Let the students read the sentences and choose the correct picture. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

PRACTICE

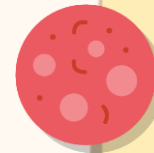
Look, read, and choose.



A: Where are my cars?

B: They're under the table.

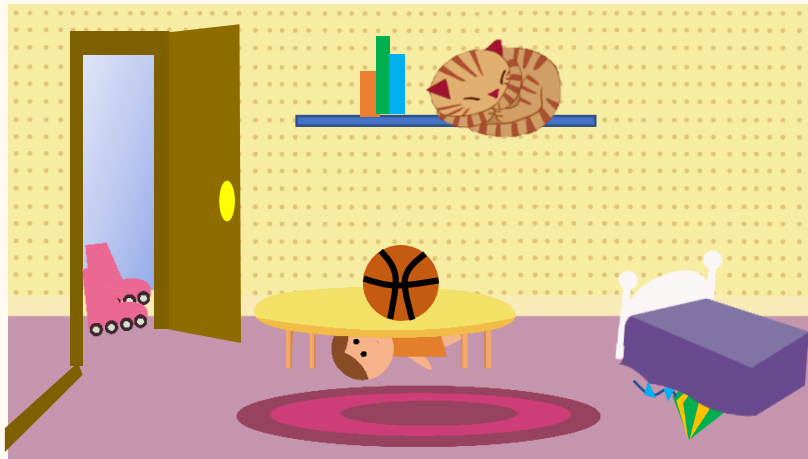
A: I see them. Thanks.



Tips: 1. Let the students read the sentences and choose the correct picture. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

PRACTICE

Look and choose the correct preposition.

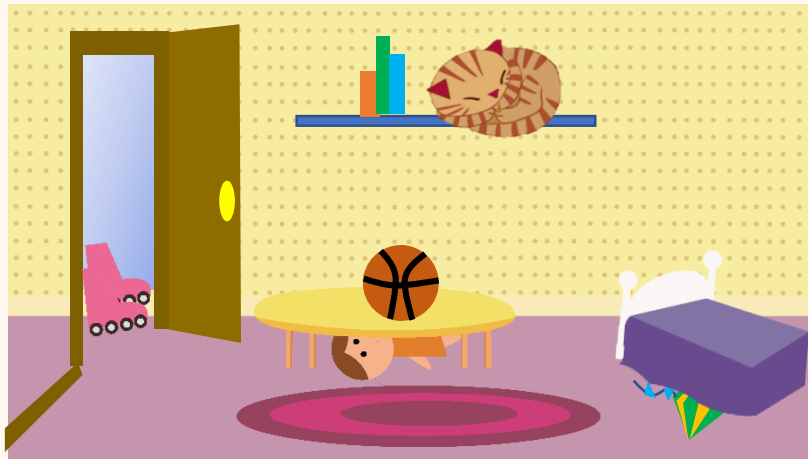


1. The skates are on/in the closet.

Tips: 1. Let the students read the sentence and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and choose the correct preposition.

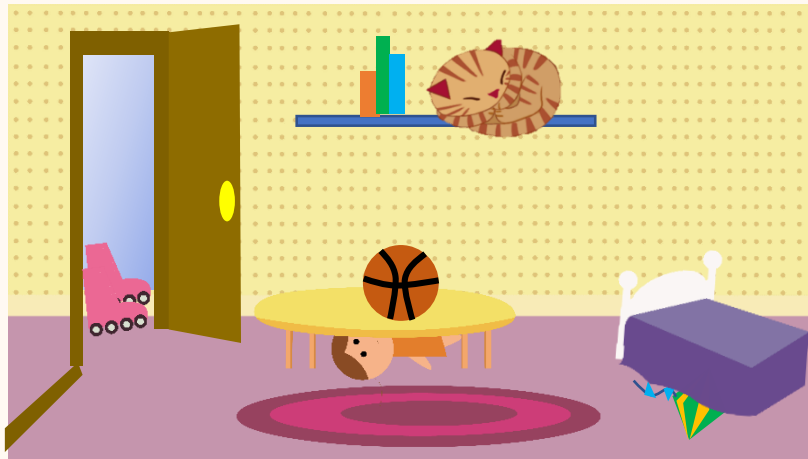


2. The books are on/under the shelf.

Tips: 1. Let the students read the sentence and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and choose the correct preposition.

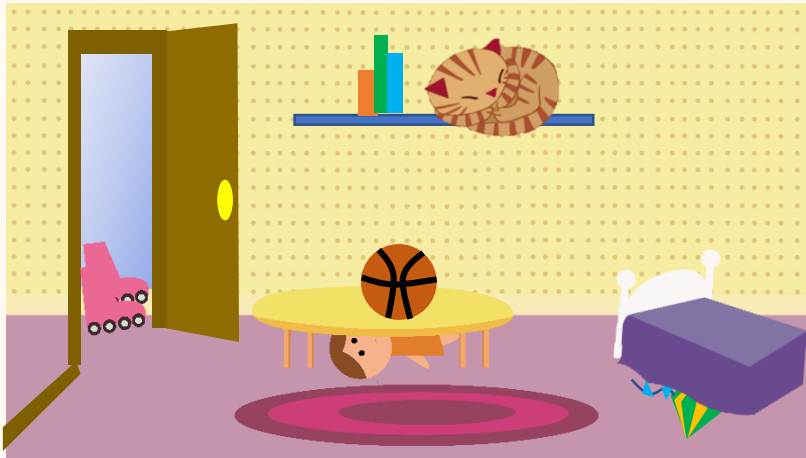


3. The kite is in/under the bed.

Tips: 1. Let the students read the sentence and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and choose the correct preposition.

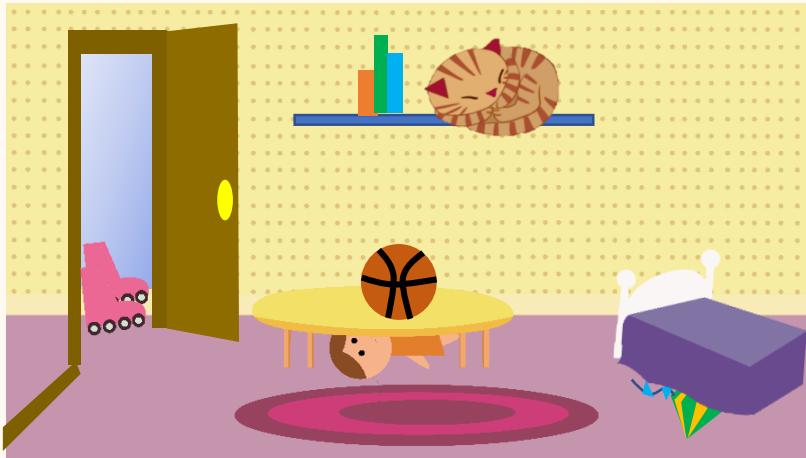


4. The doll is under/ on the table.

Tips: 1. Let the students read the sentence and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and choose the correct preposition.



5. The cat is on/under the shelf.

Tips: 1. Let the students read the sentence and choose. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and write *in, on or under*.



1. The blocks are _____ the table.



Tips: 1. Let the students read the sentence and fill in the blank. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)



Look and write *in, on or under*.



2. The yo-yo is _____ the table.



Tips: 1. Let the students read the sentence and fill in the blank. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and write *in, on or under*.



3. The car is _____ the box.

Tips: 1. Let the students read the sentence and fill in the blank. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and write *in, on or under*.



4. The puppets are _____ the table.



Tips: 1. Let the students read the sentence and fill in the blank. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Look and write *in, on or under*.



5. The hat is _____ the table.



Tips: 1. Let the students read the sentence and fill in the blank. 2. Correct the mistakes. 3. Let the students read the whole sentences twice.(50 sec.)

PRACTICE

Find the mistakes and correct them.



1. The dog is on the box.



PRACTICE

Find the mistakes and correct them.

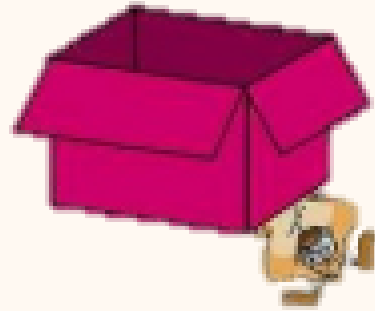


2. The dog is in the box.



PRACTICE

Find the mistakes and correct them.



3. The dog is on the box.





Answer the question.



Where is the ball?



Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)



Answer the question.



Where is the ball?

_____.



Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

PRACTICE

Write the question.



_____?
The ball is under the box.



Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

CONCLUSION

Grammar

Where's ...? It's ...

@ Where's the popgun?

It's in the box.

It's on the chair.

It's under the table.



CONCLUSION

Grammar

Where are ...? They're ...

- @ Where are the cars?
They're under the desk.
They're on the sofa.
They're in the bedroom.



SEE YOU!



B U L A