

# CHAPTER

# 8

# Prepositions

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# 8.1

## PREPOSITIONS OF TIME AND PLACE

### 1. MAGAZINE SEARCH

**Materials:** Magazines to share in groups

**Dynamic:** Small groups

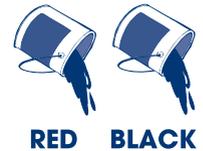
**Time:** 15 minutes

- Procedure:**
1. On the board, write a list of prepositions of place that the students have studied. Divide the students into groups of three or four and give each group several magazines. You may want to ask students to bring in their own. If you are supplying them, be sure that they have full-page ads or other large pictures.
  2. Give the groups a time limit and have them search through their magazines to find a picture that contains situations illustrating prepositions of place.
  3. When the time is up, each group goes to the front of the class, holds up its picture, and explains (in sentences) the contents of the picture, using prepositions of place.

**Example:** The dog is under the table.  
The table is next to the man.  
The table is in front of the window.

4. The group that found a picture allowing them to correctly use the most prepositions of place from the list on the board wins.

**NOTE:** *With an intermediate group, choose a wider range of prepositions that they have already reviewed.*



### 2. SCAVENGER HUNT

**Materials:** Worksheet 50, objects filled in  
Various objects provided by instructor

**Dynamic:** Pairs

**Time:** 20 minutes

- Procedure:**
1. Before students come into the classroom, distribute various objects around the room, placing them in visible positions that students can describe using their prepositions of place. List the objects on the worksheet.
  2. Divide the class into pairs and give each pair a copy of the worksheet.



- The students look around the room for each object listed on the worksheet and write a complete sentence describing its location. The first group to finish brings their worksheet to you to be checked. If the answers are correct, that group wins.

### 3. PREPOSITIONAL CHAIN DRILL

**Materials:** None

**Dynamic:** Whole class

**Time:** 10 minutes

**Procedure:**

- Review prepositions of place.
- Take a small object, such as a pen, and do something with it, then describe your action. (Put the pen on the desk and say, “I put the pen on the desk.”)
- Give the pen to a student and ask him/her, “What did I do with the pen?”
- The student answers and then does something different with the object that involves a different preposition of place.
- The student then passes the object to the next student and asks, “What did we do with the pen?” That student repeats what the teacher did and what the first student did with the object. The second student then does something different with the object before passing it to the third student.

#### Example:

**Teacher:** I put the pen on the desk. What did I do with the pen?

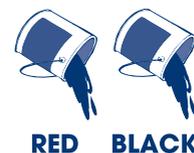
**Alfredo:** You put the pen on the desk.  
*(to the next student, Damian)* I put the pen above my head. What did we do with the pen?

**Damian:** The teacher put the pen on the desk. Alfredo put the pen above his head. I put the pen under my book.  
*(to the next student)* What did we do with the pen? etc.

- This activity continues until no one can do something different with the pen that can be described using a preposition of place.

**NOTE:** *You may want to write the prepositions that have been used on the board to help the students remember.*

**Variation:** Give each student a card to use with a preposition of place on it.



## 4. ERROR ANALYSIS

**Materials:** Worksheet 51 or other similar picture

**Dynamic:** Pairs

**Time:** 20 minutes

**Procedure:** 1. Divide the class into pairs. Give each pair a copy of the worksheet or other similar picture.

**NOTE:** *If you are using your own picture, also give the pairs several sentences you have written about the picture, as on the worksheet. Some sentences should be accurate, and others incorrect.*

2. The pairs read the sentences about the picture and decide if they are correct or incorrect in their preposition usage. If they are incorrect, they must correct them.
3. When a pair is finished, check their work. If this is a competition, the first pair to finish the worksheet correctly wins. If using this activity as a review activity, go over the answers together when everyone has finished.

**SUGGESTION:** *As a follow-up activity, have each pair write 10 True/False sentences with which to challenge another pair.*



**RED**

## 5. PREPOSITION BEE

**Materials:** Worksheet 52A or 52B for instructor's use

**Dynamic:** Teams

**Time:** 10 minutes

- Procedure:**
1. Divide the class into two teams. Have them line up along opposite walls, or arrange their desks in two lines.
  2. The first student from Team A steps to the front of the class. Read a sentence, omitting the preposition. The student must fill in the blank. Several answers will probably be possible; give the team a point for any appropriate answer.
  3. Alternate students from the two teams until everyone has had a turn or you are out of time. The team with the most points wins.

**SUGGESTION:** *Instead of reading the sentences, use an overhead and reveal one sentence at a time. This avoids repetition and helps the students to focus on the sentence.*

**NOTE:** *You may want to make your own sentences based on the prepositions your class has covered. This activity could also be done at a higher level with sentences using phrasal verbs.*



**RED BLACK**

# 8.2

## PHRASAL VERBS

### 1. CONCENTRATION

**Materials:** Board, instructor's grid

**Dynamic:** Groups

**Time:** 25 minutes

**Procedure:** 1. Draw a grid on the board with just the numbers. On a paper, your grid will have the answers written in.



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**NOTE:** *In the example below, the phrasal verbs have been taken from the list in Fundamentals of English Grammar. Several of the verbs in the chart below can take more than one particle, but the list is usually limited to one or two combinations. It is important to choose combinations you have studied and to limit entries so that three or even four matches are not possible. If you have studied more than one combination (such as ask out, ask over, and ask around) and you want to review them using this activity, you will need to use some particles more than once. That way, the students will be able to make matches such as ask out, drop out, and so on. This chart is intended only as a model to help you explain the game; your own chart will be geared to the lessons in your class.*

On the board:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Instructor's grid:

1 ask	2 back	3 drop	4 up	5 through
6 around	7 out	8 off	9 down	10 fill
11 in	12 get	13 write	14 start	15 throw
16 over	17 away	18 put	19 fool	20 call

2. Divide the class into groups of about five. Tell them that this is a memory game and no writing is allowed. Explain that they are looking for matches and will get a point for each match. They can confer as a team, but you will accept an answer only from the student whose turn it is. They can call out two numbers together the first time since no one knows where any of the words are. In subsequent turns, they should wait for you to write the first answer before they call out their second number.

- As the first student calls out numbers, write the words that correspond to these numbers in the blanks. Ask the class if it is a match. If not, erase the words. If so, leave them there and cross them out (see below).

On the board:

1	2	3	4 <del>up</del>	5
6 <del>around</del>	7	8	9	10
11	12	13	14	15
16	17	18	19 <del>foot</del>	20 <del>call</del>

**Variation:**

Instead of matching the verb with an appropriate preposition, you can set up the grid to review meaning. Your instructor's grid might then look like this model. Follow the same rules for the game above.

Instructor's grid:

1 call back	2 give back	3 stop sleeping	4 stop a machine/light	5 get through with
6 return	7 invent	8 return a call	9 start a machine/light	10 throw out
11 make up	12 shut off	13 be careful	14 put off	15 discard
16 wake up	17 postpone	18 turn on	19 watch out for	20 finish

## 2. TIC TAC TOE

**Materials:** Board, Worksheet 53 (optional)

**Dynamic:** Teams

**Time:** 10 minutes

**Procedure:**

- Draw a tic tac toe grid on the board with the first word of the phrasal verbs written in. Divide the class into two groups.
- A student from Team X comes to the board and writes in the corresponding particle for the verb he/she selects. If correct, he/she draws his/her mark in the square (an X). (You may choose to accept only combinations you have studied in class or that are listed in the students' books, or you may decide to accept any correct combination. Whichever you decide to accept, make your decision clear to the students before playing the game.)
- A student from Team O then comes to the board and does the same. If an answer is incorrect, the student cannot draw his/her mark and erases the answer. The next player on the other team may choose that same square or another square.



**BLACK BLUE**

- The first team with three marks in a row wins.

**NOTE:** *You will probably want to explain game strategy such as blocking, but often the student's choice is based on which verb he/she knows.*

- As a follow-up, divide the class into groups of three and use the worksheet. One student is X, one is O, and the other is in charge and can have his/her book open to the verb page to judge whether an answer is correct. After the first game, the students should rotate roles so that the judge is now one of the players. Continue until all students have had a chance to be the judge. As you will see, some of the verbs on the handout take several different prepositions. As long as the students make an acceptable phrasal verb, the answer is correct.

**NOTE:** *The items on the worksheet come from the list in Fundamentals of English Grammar. If this worksheet is not appropriate to your class, modify it.*

**Variation:** On the grid on the board (or on a modified worksheet), fill in the squares with both parts of phrasal verbs. When a student selects a certain square, he/she must use the phrasal verb in a complete sentence which demonstrates understanding of the meaning. If the sentence is correct, the student puts his/her team's mark in that square.

**Example:**

ask out	do over	fill up
get off	give up	try on
turn off	make up	hang up

A student from Team X chooses “give up.” The student then makes a sentence orally: *I couldn't understand the assignment, so I gave up.* The sentence must reflect the student's understanding of the meaning of the phrasal verb. A sentence such as *I gave up* or *Don't give up* is not acceptable. If a sentence is accepted as being correct, the student writes an X over the square. A student from Team O then chooses a square and makes a meaningful sentence using that phrasal verb. Alternate turns until one team has three in a row or the game is a draw.

### 3. PREPOSITION BEE

*See the directions for the **Preposition Bee** on page 162. Use Worksheet 54 or a similar list of your own sentences.*

## 4. BEAT THE CLOCK

**Materials:** 3" x 5" cards (see sample)

**Dynamic:** Teams

**Time:** 30 minutes

- Procedure:**
1. Put a sentence using a phrasal verb on one side of as many index cards as you need. Review and discuss phrasal verbs. Have the students create sentences or dialogues and practice orally.
  2. Divide the class into two teams, A and B. Arrange the teams so that Team A's desks are directly across from (and touching) Team B's desks. If using tables, have Team A sit on one side and Team B on the other side.
  3. Show the students the front of a card. The first student (A or B) who answers with a phrasal verb that correctly replaces the verb on the card gets a point for his/her team. If that student can then use the phrasal verb in a sentence with the correct tense, his/her team gets an extra point.



**BLUE**

### Example:

**Card:** I *raised* my children in Ohio.

**Student response:** *bring up*  
I *brought* my children *up* in Ohio.

### Sample cards:

**FRONT**

**BACK**

FRONT	BACK
I <b>raised</b> my children in Ohio.	bring up
I <b>met</b> John <b>by chance</b> at the mall.	run into
Tell Jill to <b>return</b> my call.	call back
Please be sure to <b>arrive</b> for the test at exactly 8:00.	show up

## 5. "UP" VERBS

- Materials:** 3" x 5" cards
- Dynamic:** Pairs/Small groups
- Time:** 20 minutes

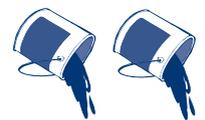


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- Procedure:**
1. Write one verb on each card. Choose some verbs that can also be phrasal verbs with *up*.  
**Examples:** *ask* (can't be used with *up*)  
*check* (can be used with *up*)  
*cross* (can't be used with *up*)  
*get* (can be used with *up*)
  2. Divide the class into pairs or groups of three or four. Give each group a stack of verb cards.
  3. Tell the students to divide the cards into two piles: verbs with *up*/verbs without *up*.
  4. When all the *up* verbs are found, have the students take turns explaining the meaning of each phrasal verb to the other students in the group.
- Variation:** Make three identical sets of vocabulary cards. Divide the class into three teams. Tell the students to find the *up* verbs. The team that finds the most *up* verbs wins. Each correct *up* verb is worth one point. For each incorrect *up* verb, subtract one point from the total score. Use the same procedure for any phrasal verb pattern (for example, *out*, *away*, *through*, etc.).

## 6. PHRASAL CHALLENGE

- Materials:** None
- Dynamic:** Pairs
- Time:** 30 minutes



**BLACK BLUE**

- Procedure:**
1. Divide the class into pairs. Tell the pairs to write down eight phrasal verbs and their meanings that they think the rest of the class will not know.
  2. After they are finished, join two pairs and have the first pair challenge the other pair. Each pair takes turns reading the phrasal verbs from their list and having their opponents state the meaning of each phrasal verb and use it in a sentence.
  3. If the opponents answer correctly, they get a point. The pair with the most points wins.

4. For homework, have the students use the phrasal verbs that they missed in correct sentences.

## 7. STORY TIME

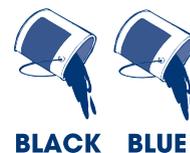
**Materials:** 3" x 5" cards, writing paper

**Dynamic:** Small groups

**Time:** 40 minutes

**Procedure:**

1. Divide the class into groups of three, and give each group five 3" x 5" cards.
2. Each group writes down a different phrasal verb on each of their index cards. You may want to let them use the lists in their books. Have them write the definition of each phrasal verb on the back.
3. Have the groups quiz each other as to meaning by showing only the front of the card to another group.
4. Next, each group makes a sentence orally for each phrasal verb. Rotate the cards again until each group has seen every card and can make a logical sentence. Monitor the groups during this phase.
5. When the students have a good grasp of the definitions, return their original phrasal verb cards to them. Each group now writes a paragraph using all of their phrasal verbs.
6. When the students have finished, rotate their papers clockwise and the 3" x 5" cards counterclockwise. (Each group will have another group's story and a new set of cards.)
7. Each group reads the paragraph and adds a second paragraph, using their new group of phrasal-verb cards.
8. Have them repeat steps 6 and 7. Each group should now have a three-paragraph story.
9. Return the original story to each group. Tell the students to look it over and make any changes they think are necessary. Have one student from each group read the story to the class. Collect the stories for a final teacher correction.



## 8. CLASS SURVEY

**Materials:** 3" x 5" cards in four different colors  
list of difficult phrasal verbs  
sheets of newsprint and markers (optional)

**Dynamic:** Groups

**Time:** 40 minutes

**Procedure:** 1. Choose four themes and for each theme make up a set of questions, using the phrasal verbs that you want to practice. (You may want to have the students compile a list.)



**BLACK BLUE**

### **Examples:**

#### **Family:**

Do you *take after* your father or your mother?

Did you *grow up* in a large family or a small family?

Do you *get along* well *with* your brothers and sisters?

Are you *named after* anyone in your family?

#### **School:**

Do you *go over* your notes after class?

Do you try to *get out of* doing your homework?

Do you ever have trouble *keeping up with* the assignments?

What is an important grammar point that you have to *look out for*?

2. Write one set of questions on one yellow card, one set of questions on one green card, etc.
3. Divide the class into groups. (Four groups of four works well, but five groups of five or three groups of three also works. Put extra students into existing groups to work as pairs.)
4. Tell the students that they are going to do some investigation into the society of the classroom by doing a survey. Give each group a set of same-color cards and a theme: The Yellow Group—Family; The Green Group—Friends, etc. Give the question card to the group leader and a blank card to each of the other members.
5. The group members copy the questions from the group leader's card on their own cards so that each has a card with the same questions. They may add questions of their own if they wish or if there is extra time. *Any additional questions must include a phrasal verb.*
6. When each member has an identical set of questions, the teams stand up and form new groups with one member of each color. (If there are extras of one or two colors, they can work as partners within the group.)

7. In their new groups, the students take turns interviewing each group member. The yellows ask their questions first and record the data, then greens, then blues, etc. Everyone asks everyone else in the group his/her questions.
8. The students reform their original same-color groups, summarize their findings, and present them to the entire class. If time permits, have the groups prepare a visual on newsprint in the form of a pie chart, a graph, a list of statistics, or another type of visual. The posters can be part of the presentation and later be put up around the board.

**NOTE:** *To save time, write out the duplicate cards yourself on colored index cards or copy one set of questions on different-colored paper. This will take the place of step 5. Collect the cards and reuse them in later classes.*

**SUGGESTION:** *This activity works well with preposition combinations instead of phrasal verbs.*

**Examples:**

**Best Friends:**

What do you *look for* in a best friend?

Is your best friend *patient with* you?

Do you ever *hide* anything *from* your best friend?

Do you ever *argue with* your best friend?

**Work:**

Are you *content with* your job?

Do you *look forward to* going to work?

Do you *forget about* your job when you leave at the end of the day?

Does your boss ever *take advantage of* you by having you do extra work?



## Worksheet 50: SCAVENGER HUNT

*With a partner, find the objects on the list. They are all located somewhere in the classroom. Then write a complete sentence that includes a prepositional phrase to describe each object's location.*

### Objects:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

### Locations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Worksheet 51: ERROR ANALYSIS

*With your partner, decide whether the sentences describing the picture are correct or incorrect. If they are incorrect, correct them.*

- 1. The bird is on the umbrella.
- 2. The sandwiches are behind the salad.
- 3. The spatula is on the man's hand.
- 4. The hammock is between a tree and a pole.
- 5. The dog is under the table.
- 6. The cat is under the table.
- 7. The baby is beside the father.
- 8. The hot dogs are next to the plates.
- 9. The chairs are under the table.
- 10. The grill is in front of the man.





## Worksheet 52A: PREPOSITION BEE (LOWER LEVEL)

1. What time do you get up \_\_\_\_\_ the morning?
2. She is sitting \_\_\_\_\_ me.
3. The roof is \_\_\_\_\_ our classroom.
4. I have a doctor's appointment \_\_\_\_\_ 10:30.
5. Scott was born \_\_\_\_\_ June.
6. Do you have any money \_\_\_\_\_ your wallet?
7. I am standing \_\_\_\_\_ Sarah and Alison.
8. I'll meet you \_\_\_\_\_ the library this afternoon.
9. Our classroom is \_\_\_\_\_ the office.
10. Before the test begins, please put your books \_\_\_\_\_ the table.
11. Keiko attends class \_\_\_\_\_ 9:00 \_\_\_\_\_ 2:30.
12. What time does it get dark \_\_\_\_\_ night?
13. I'll be \_\_\_\_\_ my office after class if you want to talk to me.
14. Please keep your notes \_\_\_\_\_ your notebook.
15. I'm always cold because there is a ceiling fan directly \_\_\_\_\_ my desk.
16. When it's cold, I wear a sweater \_\_\_\_\_ my shirt.
17. Hugo works out in the gym \_\_\_\_\_ Saturday.
18. Where's my pencil? I don't see it, but it must be \_\_\_\_\_ here somewhere.
19. The back seat is \_\_\_\_\_ the driver's seat in a car.
20. I'm going \_\_\_\_\_ to take my dog for a walk.
21. The children pressed their noses \_\_\_\_\_ the glass to see what was inside the store.



## Worksheet 52B: PREPOSITION BEE (HIGHER LEVEL)

1. I'll meet you \_\_\_\_\_ 4:00, give or take 15 minutes.
2. Mary was walking \_\_\_\_\_ from her car when I saw her.
3. It's raining; you'd better put a coat \_\_\_\_\_ your dress.
4. Marco was walking \_\_\_\_\_ the river when he fell in.
5. He set the vase \_\_\_\_\_ the table.
6. The basketball went \_\_\_\_\_ the hoop.
7. The sign warned people not to lean \_\_\_\_\_ the newly painted wall.
8. My partner's eyes kept closing \_\_\_\_\_ the entire presentation. It was so embarrassing!
9. Shut the computer \_\_\_\_\_ if you are the last to leave.
10. Max is \_\_\_\_\_ Mexico, but he has lived here for 10 years.
11. You can't get Jasmine's attention when she is \_\_\_\_\_ a group of her friends.
12. There were many accidents \_\_\_\_\_ the big storm last week.
13. The glass fell \_\_\_\_\_ her hands \_\_\_\_\_ the floor.
14. Because of my allergies, the doctor told me I would have to go \_\_\_\_\_ chocolate.
15. My house is located \_\_\_\_\_ the city limits.
16. Your final essays are due \_\_\_\_\_ May 27.
17. Jordan was born \_\_\_\_\_ the last day of July.
18. I sat in the middle seat, \_\_\_\_\_ Luci and Claudia.
19. Because of all the trees, I can't see what is \_\_\_\_\_ those buildings.
20. Dogs must be \_\_\_\_\_ their yards or on a leash.
21. Is there any holiday that is celebrated \_\_\_\_\_ the world?



## Worksheet 53: TIC TAC TOE

<b>pay</b>	<b>hand</b>	<b>look</b>
<b>put</b>	<b>try</b>	<b>wake</b>
<b>make</b>	<b>shut</b>	<b>run</b>
<b>do</b>	<b>figure</b>	<b>grow</b>
<b>find</b>	<b>fill</b>	<b>tear</b>
<b>ask</b>	<b>call</b>	<b>drop</b>
<b>write</b>	<b>watch</b>	<b>pick</b>
<b>look</b>	<b>keep</b>	<b>hang</b>
<b>hang</b>	<b>give</b>	<b>fill</b>



## Worksheet 54: PREPOSITION BEE (PHRASAL VERBS)

1. I first asked my girlfriend \_\_\_\_\_ on a date two years ago.
2. I had a message to call you \_\_\_\_\_ .
3. Rumi gave \_\_\_\_\_ on her math homework because she couldn't figure \_\_\_\_\_ the problems.
4. My handwriting was so messy that my teacher told me to do my homework \_\_\_\_\_ .
5. Ali is very easy-going; he gets \_\_\_\_\_ everyone.
6. If the classroom gets too hot, take \_\_\_\_\_ your sweatshirts and sweaters.
7. Watch \_\_\_\_\_ ! There's a big pothole in the road.
8. The copy machine ran \_\_\_\_\_ paper, so I couldn't make you copies.
9. I need an alarm clock to wake \_\_\_\_\_ .
10. They are tearing \_\_\_\_\_ the old building on the corner.
11. I'll lend you the money if you promise to pay me \_\_\_\_\_ .
12. Before our teacher hands \_\_\_\_\_ our tests, she always tells us to put our books \_\_\_\_\_ .
13. Yuji is not a serious student; he is always fooling \_\_\_\_\_ in class.
14. I know this class is difficult, but try to get \_\_\_\_\_ it.
15. Hitoshi grew \_\_\_\_\_ in a small town in Japan.
16. Cassio hung \_\_\_\_\_ the phone before I could ask him about the homework.
17. I like to buy clothes, but I hate trying them \_\_\_\_\_ .
18. If you don't know how to spell a word, look it \_\_\_\_\_ in the dictionary.
19. Elena lost her essay and had to start \_\_\_\_\_ .
20. I ran \_\_\_\_\_ my former teacher in the parking lot today. I hadn't seen him in three years.