Advanced ESL Lesson
Writing Good Sentences – Day 4
Prepositions and Writing Practice

Objectives:
- Review subjects, verbs, adjectives and adverbs
- Learn the definition of prepositions and be able to choose the appropriate preposition for a sentence
- Practice writing sentences
- NOTE: There is an extra activities sheet in this folder that can be used by students who finish their work quickly. Please note what you used in your lesson report for the subsequent teachers.

1. Review Activity: Students combine nouns, verbs, adjectives, and adverbs that they pull from four envelopes to create sentences. This can be done in groups or as a class activity depending on the size and makeup of the class. Encourage them to create statements, questions, exclamations and commands.

2. Introduce Prepositions using the Bazillions song “Preposition” on YouTube (http://www.youtube.com/watch?v=1&v=byszemY8Pl8) and the definitions on the worksheet.

3. Introduce prepositions by doing the prepositions of location worksheet. Have the students (in pairs or groups) draw on the sheet according to the sentences below that you'll read to the class. Have students put the drawings on the board and correct them as a class. Quickly review the lists of prepositions and rules. (An additional preposition activity is included in the extra activities sheet.)

4. Begin a writing workshop by asking students to write ten or more complete sentences that answer questions on the sheet (or other interesting questions you might generate). The teacher should circulate and answer questions, checking their sentences and making suggestions for improvements that they need to work through. If there's time, students should write a few of their sentences on the board for the class to review.

>>Preposition Worksheet – Instructions to Students

1. Draw a circle above the line. Over the line would be the same thing as above the line.
2. Draw a circle below the line. Under the line would be the same thing as below the line.
3. Draw a circle next to the line.
4. Draw a circle on the line.
5. Draw a line in the circle. Inside is the same as in.
6. Draw a line outside the circle.
7. Draw a line through the circle.
8. Draw a line pointing to the circle. Show them a line with an arrow on the end that they can use.
9. Draw a line pointing from the circle. Away from would be the same as from.
10. Draw a line across the circle.
11. Draw a line pointing up.
12. Draw a line pointing down.
13. Draw a circle around the line.
14. Draw a line between the circles. In between would be the same as between.
Preposition
by the Bazilliions

It's your ambition
To tell me tell me tell me
Exactly my position

I could me on my couch,
Or outside my house,
Am I across the street?
Or within your reach,
I could go up the stairs,
Or fall off my chairs,
Am I front of you,
I you behind me too

Preposition
A joy mission
To tell me tell me tell me
Exactly my position

Preposition
You're on a mission
To tell me tell me tell me
Exactly my position

Take a walk with me
And we'll go by the sea,
And along the path,
Take us around and back,
And underneath the waves
Or inside a key
And before we're through,
We jump over the moon

Preposition
A joy mission
To tell me tell me tell me
Exactly my position

Preposition
You're on a mission
To tell me tell me tell me
Exactly my position

I could be on the couch,
Outside my house,
And I across the street,
All within your reach,
I could go up the stairs,
Did I fall off of my chairs,
I am in front of you,
And behind me too

I'm about to say
Without further delay
When you next to me
That's were I want be

Now we are near the end
But we are among good friends
So that we are after... one more time

Preposition
A joy mission
To tell me tell me tell me
Exactly my position

Preposition
You're on a mission
To tell me tell me tell me
Exactly my position
Writing Good Sentences: Day 4 – Prepositions and Practice

Prepositions

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also</td>
<td>After</td>
<td>Against</td>
</tr>
<tr>
<td>Behind</td>
<td>Before</td>
<td>Along</td>
</tr>
<tr>
<td>Below</td>
<td>By</td>
<td>Down</td>
</tr>
<tr>
<td>Beside</td>
<td>During</td>
<td>From</td>
</tr>
<tr>
<td>Between</td>
<td>From</td>
<td>Into</td>
</tr>
<tr>
<td>By</td>
<td>On</td>
<td>Off</td>
</tr>
<tr>
<td>In</td>
<td>Past</td>
<td>On</td>
</tr>
<tr>
<td>Inside</td>
<td>Since</td>
<td>Onto</td>
</tr>
<tr>
<td>Near</td>
<td>Through</td>
<td>Out of</td>
</tr>
<tr>
<td>On</td>
<td>To</td>
<td>Toward</td>
</tr>
<tr>
<td>Over</td>
<td>Until</td>
<td>Up</td>
</tr>
<tr>
<td>Through</td>
<td>Upon</td>
<td>Upon</td>
</tr>
</tbody>
</table>

Prepositions of Time: at, on, and in

We use *at* to designate specific times. *The train is due at 12:15 p.m.*

We use *on* to designate days and dates. *My brother is coming on Monday.*

We use *in* for nonspecific times during a day, a month, a season, or a year. *She likes to jog in the morning. It's too cold in winter to run outside.*

Prepositions of Place: at, on, and in

We use *at* for specific addresses. *He lives at 55 Boretz Road in Durham.*

We use *on* to designate names of streets, or avenues. *Her house is on Boretz Road.*

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents). *She lives in Durham. Durham is in Windham County.*
### Prepositions of Location: *in, at, and on* and No Preposition

<table>
<thead>
<tr>
<th>IN</th>
<th>AT</th>
<th>ON</th>
<th>NO PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(the) bed*</td>
<td>class*</td>
<td>the bed*</td>
<td>downstairs</td>
</tr>
<tr>
<td>the bedroom</td>
<td>home</td>
<td>the ceiling</td>
<td>downtown</td>
</tr>
<tr>
<td>the car</td>
<td>the library*</td>
<td>the floor</td>
<td>inside</td>
</tr>
<tr>
<td>(the) class*</td>
<td>the office</td>
<td>the horse</td>
<td>outside</td>
</tr>
<tr>
<td>the library*</td>
<td>school*</td>
<td>the plane</td>
<td>upstairs</td>
</tr>
<tr>
<td>school*</td>
<td>work</td>
<td>the train</td>
<td>uptown</td>
</tr>
</tbody>
</table>

* You may sometimes use different prepositions for these locations.

### Prepositions of Movement: *to* and No Preposition

We use *to* in order to express movement toward a place. *They were driving to work together.*

*Toward* and *towards* are also helpful prepositions to express movement. These are simply two spellings of the same word; use whichever sounds better to you. *We're moving toward the light. This is a big step towards the project's completion.*

With the words *home, downtown, uptown, inside, outside, downstairs, upstairs,* we use no preposition.

*Grandma went upstairs. Grandpa went home.*

### Prepositions of Time: *for* and *since*

We use *for* when we measure time (seconds, minutes, hours, days, months, years). *He held his breath for seven minutes. She's lived there for seven years.*

We use *since* with a specific date or time.

*He's worked here since 1970. She's been sitting in the waiting room since two-thirty.*
Follow the instructions:

1. Draw two circles next to each other with some space in between them.
2. Draw a triangle between the circles.
3. Draw a half circle underneath the circles.
4. Draw a circle around all the shapes.
**Writing Workshop**

On a separate sheet of paper, write a complete sentence answer to each. Make sure each sentence has a subject and predicate. To make your sentences better use
- both doing and helping verbs
- adjectives
- adverbs

1. In what city and country were you born? When?

2. When did you leave your native country?

3. Where did you live when you came to the United States?

4. What do you like about Minnesota?

5. What don’t you like about Minnesota?

6. What is your favorite season in Minnesota and why?

7. Where do you live now?

8. What does your apartment or house look like?

9. How many people live with you?

10. How many people are in your family? Describe each of them in a sentence.