

Dependent Prepositions - David Petrie



Aims:

- To raise awareness of the intrinsic meaning of seven prepositions
- To help learners identify “main words” that collocate with the target prepositions
- To help learners internalise the target items.



Materials:

- Copies of handouts #01 & #02 per learner
- Chopped up copies of Handout #03 per group of three learners



Timings:

Approximately 60 minutes.



Procedure:

[Acknowledgement: This lesson is based loosely on materials from Advanced Gold, Acklam & Burgess, Longman, 2001.](#)

Dictate the following formula, where learners write the letters the number of times specified (i.e. for 2xF, learners write F F). Using each letter **once only** what is the greatest possible number of words they can make?

1 x B, 2 x F, 1 x H, 2 x I, 1 x M, 2 x N, 4 x O, 2 x R, 2 x T, 1 x W, 1 x Y

Feedback to whiteboard (along the top) – see the prepositions in the table below for the seven target items

Divide the rest of the board into seven sections, label each section with a target preposition and nominate learners to draw a picture representing the meaning of the preposition in the relevant space. This helps SS internalise the intrinsic meanings of the prepositions and differentiate between them.

Now give learners Handout #01 and ask them to complete the gaps.

Partial feedback – explain that the second word is always a preposition and give them the main words, which are (in alphabetical order): according / convince / dictate / influence / lead / reduction / respect / satisfy / strive / withdraw

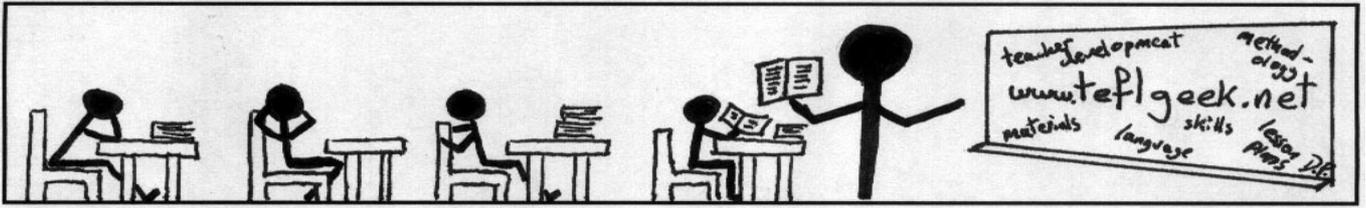
As part of full feedback, add the “main” words to the preposition boxes you still have on the board with the pretty pictures.

Error Correction Sentences (see Handout #02). Learners work together to correct the sentences (as best they can – don't expect too much).

Partial feedback: there are seven correct sentences. Full feedback: Ask learners which ones they are confident about. If they offer a correct version, add the verb to the correct category on the preposition table on the board from the last activity. Then work through and help them with the ones they don't know.

Keep the Card. Learners work in groups of three (or four). Give each group a set of chopped up items from Handout #03, which they place face down in the middle of their group. Learners take turns taking a card from the pile and giving a definition / meaning for the target phrase. The other learners in the group try to guess the item. If someone guesses correctly, they keep the card. If no-one guesses correctly, the card is returned to the bottom of the pile. The winner is the person with the most cards at the end of the game.

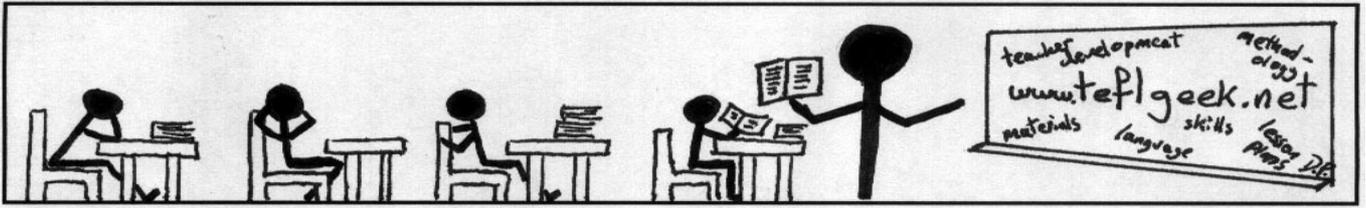
BY	(to be) convinced	
IN	reduction	result / specialise / confide
FOR	strive / (to have) respect	pay / apologise / apply
WITH	(to be) satisfied	plead / coincide
FROM	withdraw	benefit / refrain / suffer
ON	Influence	congratulate / concentrate / insist
TO	(to be) dictated / according / lead	refer / confess / react / apologise



Handout #01

WORK WITH A PARTNER TO COMPLETE THE GAPS AS BEST YOU CAN: THERE ARE TWO WORDS MISSING FROM EACH SENTENCE:

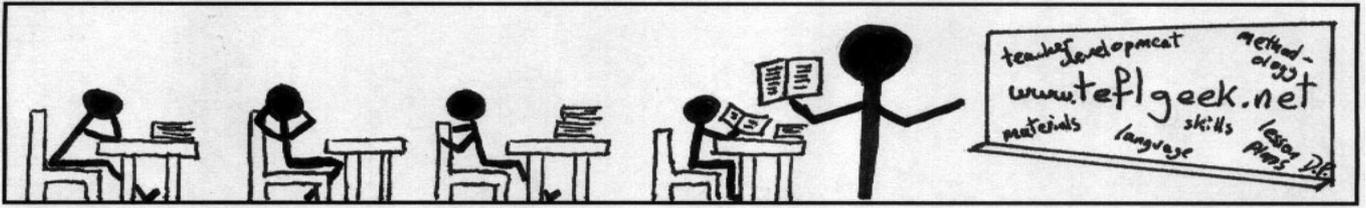
- 1) Do you ever _____ perfection?
- 2) If you do something and it isn't as good as you wanted it to be, are you _____ it?
- 3) Teachers at your school can have a major _____ the rest of your life.
- 4) At first I wasn't sure he was right, but after listening to him I was _____ his arguments.
- 5) Sit down Jimmy! Don't tell me what to do, I am your father! I won't be _____ by a four year old child!
- 6) Tall people earn more money at work than short people _____ a new study published today.
- 7) GKS Katowice won the match 3:0 by default after the opposition team _____ the game.
- 8) If you use this new skin care cream, you will notice a visible _____ wrinkles on your face and bags under your eyes.
- 9) Marijuana is described as a "gateway drug", meaning that it can _____ use of much more serious drugs like heroin or crack cocaine.
- 10) When I was at school I had a lot of _____ most of my teachers. Except for Mr. Smith. He was a complete and total #\$\$+%*!



Handout #02

SOME OF THESE SENTENCES HAVE MISTAKES IN THEM. SOME ARE CORRECT. WORK WITH A PARTNER TO FIND THE MISTAKES AND CORRECT THEM:

- I. I asked my doctor to refer me for a specialist.
- II. Tony was the first to congratulate me on passing my driving test.
- III. I didn't have enough money to pay out all the things I put in the supermarket trolley. It was very embarrassing!
- IV. I think Frank should apologise with you being so rude.
- V. She pleaded with her parents to let her keep the kitten.
- VI. Santa Cruz has benefited for European Union funding.
- VII. Unfortunately, my parents' visit to Coimbra coincides with my exams.
- VIII. Passengers are asked to refrain from smoking on this train.
- IX. Some physical illnesses can result on quite violent mood swings.
- X. I decided to concentrate with my school work and watch TV after I had finished.
- XI. Thousands and thousands of people are suffering with starvation in Africa.
- XII. I specialised in Medieval History when I was at university.
- XIII. Marie always insists on paying when we have coffee together.
- XIV. Susan confided to me that she has been feeling quite depressed recently.
- XV. My sister confessed to having a huge crush on Brad Pitt.
- XVI. I really didn't know how to react on the news that Paula is pregnant. It's a bit of a shock!
- XVII. I'm thinking of applying to a position as a volunteer in Sierra Leone.



Handout #03

To strive for	To plead with someone
To be satisfied with	To benefit from something
To have an influence on	To coincide with
To be convinced by	To refrain from doing
To be dictated to	To result in
According to	To concentrate on doing
The withdrawal of	To suffer from
A reduction in	To specialise in
To lead to	To insist on doing
To have respect for	To confide in someone
To refer someone to	To confess to doing
To congratulate someone on	To react to something
To pay for something	To apply for something
To apologise for doing	