

# Handout 4

## PREPOSITIONS I AM ON THE MOON, WHERE ARE THEY?



### Indicadores de logros

- ✓ Participa en conversaciones sencillas, utilizando las estructuras dadas previamente.
- ✓ Ubica objetos, personas y lugares empleando las diferentes preposiciones.
- ✓ Genera visión compartida entre los integrantes del grupo. (LIDERAZGO)
- ✓ Aporta sus habilidades y capacidades para facilitar la solución de problemas de manera asertiva.

- 
- ✓ Reconoce las necesidades, talentos y conocimientos de los integrantes del grupo.
  - ✓ Genera confianza, credibilidad y respeto frente a su grupo.
  - ✓ Se adapta fácilmente a las condiciones del entorno en el cual interactúa.





## DON'T FORGET IT

**«IT IS NEVER TOO LATE TO LEARN»**



Leemos en grupo la siguiente reflexión y destacamos los aspectos que pueden influir positivamente en nuestras vidas.

El liderazgo contribuye a potenciar las habilidades personales, permitiendo al individuo comunicarse asertiva y efectivamente, solucionar sus problemas de una manera creativa, manejar con habilidades los conflictos y buscar la armonía para trabajar en equipo.

I look the pictures carefully, then I put these prepositions in the right sentence, and finally I compare the answers with my classmates.

AT

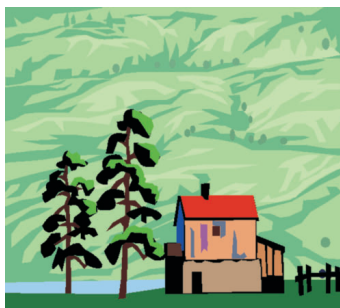
ON

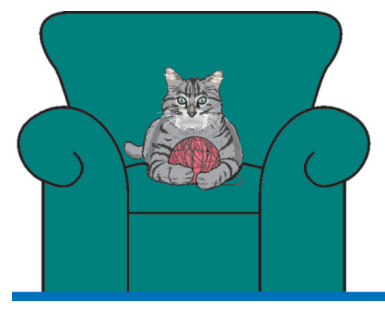
IN

BEHIND

UNDER

NEAR





The cat is \_\_\_\_\_ the sofa.

The house is \_\_\_\_\_ the trees.

The window is \_\_\_\_\_ the plant.

The eggs are \_\_\_\_\_ the nest.

The canoe is \_\_\_\_\_ the bridge.

The trees are \_\_\_\_\_ the house.



## LET'S LEARN AND PRACTICE

I write the following information on my notebook.

### Prepositions

**AT / IN / ON** these are the most common prepositions of place.

We use **AT**

**When we talk about time. Examples:**



**at night, at lunchtime**

**at breakfast, at four**

When we talk about parties or vacations. Examples:

at Christmas  
at Easter ( Pascua)



When we talk about specific time. Examples:

at the age of sixteen  
at the present

When we talk about specific addresses. Example:

I live at 10th street, Prado neighborhood

When we indicate specific places. Examples:

at the door  
at the stop  
at the party  
at the concert



I write three examples by my own using AT, I write them on my notebook:

Leemos y analizamos el contenido del siguiente recuadro:



Debemos adaptarnos fácilmente a las condiciones del entorno en el cual vamos a desarrollar nuestras actividades. De esta manera, nuestro trabajo será mucho más fácil y agradable.

We use ON :

When we talk about dates and days. Examples:



on Saturdays  
on Christmas Day  
on March 12  
on Monday morning



When we indicate that something or somebody is over a surface. Examples:



The canoe is **on** the river



The picture is **on** the wall.

### More examples

On the floor      on the grass      on the face  
On the moon      on a road      on the coast

I work with a partner we read the following paragraph carefully:

**Mahatma Gandhi** was born **on** October second in 1869. He was an Indian leader. He helped his country to get the independence through a pacific revolution. He is well-known as a symbol of the world pacifism. He was killed **on** January 30 th in 1948.

**Martin Luther King** was born **on** January 15TH in 1929. He was a North American religious, he received the reward Nobel of Peace, he became one of the main **leaders** of the movement for the defense of the fundamental rights, and he defended the resistance with no war against the racial discrimination.

Now, we are going to write a similar paragraph using information about the leader of our group, our school or our community.

We use **IN**:

With a long periods of time. Examples:

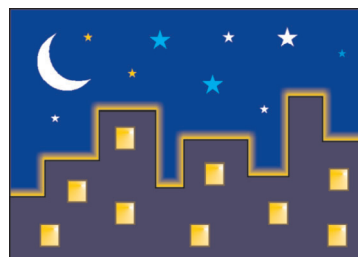
- in April
- in the 18th century
- in 1987
- in Autumn.



The **parts** of the **day** always take **In**, except Night that takes **At**. Example:

I saw her **in** the afternoon.

I saw her **at** night



When we refer something is inside.



They are **in** the beach



He is **in** prison

More examples.

- |               |            |               |              |
|---------------|------------|---------------|--------------|
| In a room     | In a park  | In the box    | In a picture |
| In a building | In the sea | In a hospital | In a mirror  |

When we speak about **towns** or **cities**.

Ann lives **in** Lisboa



When we refer to the fact of arriving to a country or a city.  
He arrived **in** Roma.

I write three examples using **IN**. I write them on my notebook.

### Let's study more prepositions

Time prepositions	Place prepositions				
After, at, before, during, for, in, on, since, until (till) up to	Above	Around	Between	From	Under up
	Above	At	Behind	Out	
	Along	below	down	Out of	
	into	near	next to	Towards	

Con mis compañeros de subgrupo leemos y analizamos el contenido del siguiente recuadro.

Todos tenemos aptitudes diversas para desempeñarnos en el transcurrir de la vida. Algunas de ellas nos resultan fáciles y otras no representan mucha dificultad. Cuando alguien de mi entorno demuestra dificultad para llevar a cabo algo en lo cual yo me desempeño muy bien, debo contribuir con mis capacidades y habilidades a superar dicha dificultad. De esta manera facilito la solución de problemas y dejo una imagen muy positiva de mi comportamiento y la posibilidad de que otros sigan mi ejemplo.

### Activity one

I work with a partner.

Taking into account the explanation we answer on our notebooks true or false according to the picture. If a partner has some difficulties with the activity I can cooperate with him / her.

The dog is **out** the house, isn't it? ( )







The lion is **next to** the man, isn't it? ( )

The three houses are **behind** the two men, aren't they? ( )



The girl is sitting **on** the bed, isn't she? ( )

The mouse is **under** the umbrella, isn't it? ( )



## Activity two

First I write down the following sentences in English. Next, I try to find pictures or drawings according to the sentences, and stick them on a piece of paper. Finally I add them to my portafolio.

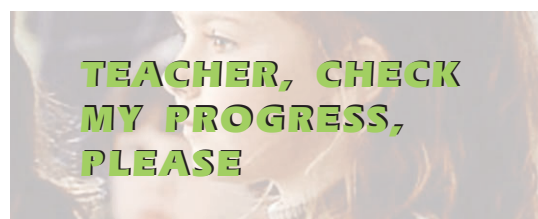
- ❖ El cuadro está sobre la pared.
- ❖ Los platos están debajo de los pocillos.
- ❖ El jugo está entre el pastel y la leche.
- ❖ El carro está detrás del árbol.
- ❖ Joaquín está sentado en frente del nuevo estudiante.
- ❖ El líder del grupo esta parado cerca de María.
- ❖ La maleta está detrás de la silla.
- ❖ Las frutas están dentro de la bolsa.
- ❖ Nuestro aniversario es el 15 de Mayo.
- ❖ El concierto será en el estadio.



### Activity three

Fill in the blanks. Use **in front of, over, around, behind, under, between, next to, up, down**. Look at the example:

- A. The dog is running **around** the garden.
- B. The fruits are \_\_\_\_\_ the cake and the milk.
- C. The dog is \_\_\_\_\_ the flower case.
- D. The blouses are \_\_\_\_\_ the jackets.
- E. Jack is sitting \_\_\_\_\_ Jill.
- F. The students are looking \_\_\_\_\_.
- G. John is climbing \_\_\_\_\_ the tree.
- H. Your car is \_\_\_\_\_ mine.
- I. The magazines are \_\_\_\_\_ the telephone book.



### LET'S VERIFY OUR KNOWLEDGE



Es importante reconocer y ubicar a las personas de acuerdo a sus conocimientos, habilidades y capacidades, de esta manera; las tareas y las actividades que a cada momento debemos realizar, contarán con la participación y contribución de todos los miembros del grupo.

---

## Activity four

### Work in pairs

The following activity needs the participation of all the members of the group and our teacher's help.

Each pair is going to select five prepositions and five pictures taken from magazine or newspapers.

- ❖ Each preposition must be drawn on a piece of paper and then I cut them to place those papers into an envelope. The pictures should also go into an envelope.
- ❖ We choose a partner of our group who directs the activity.
- ❖ The selected partner will take a preposition from the envelope and he will show it to all the pairs.
- ❖ The pair that carries out correctly a sentence with the preposition will get a point. (they have only one minute)
- ❖ Then, he/she takes a picture and he/she requests the participants to write a certain number of prepositions with their meanings that they can find on the picture.
- ❖ The pair with more correct prepositions will obtain point. (They have only a minute).
- ❖ We continue with the activity until the two envelopes are empty.

Analizamos en grupo el mensaje del siguiente recuadro.



Todos estamos en capacidad de identificar las actitudes buenas y las que no son adecuadas. Así, podemos participar en los diferentes eventos de la vida cotidiana de una manera clara y transparente. Cuando actúo con transparencia, estoy generando confianza y credibilidad hacia los demás.

---

### Activity five

I describe in a written way the favorite part of my school or my house, using prepositions.

Then, I ask to my teacher to review the task in order to share it in an oral way in front of my working group.



**TEACHER, if you see,  
I have done a good  
job, please verify by  
yourself**



---

## ESTUDIO Y ADAPTACIÓN DE LA GUÍA



