TEACHING AND LEARNING ENGLISH PREPOSITIONAL CONSTRUCTIONS THROUGH ACTIVITIES AND GAMES

Bachelor thesis

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Declaration

I hereby declare that I wrote this bachelor thesis by myself and I only used sources that are found in the list of references.

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Introduction

The main subject of the bachelor thesis *Teaching and learning English prepositional constructions through activities and games* was motivated by the author’s interest in teaching prepositions in new and innovative ways. Prepositions are one of the most difficult parts of nearly every language since they cannot be literally translated or logically explained almost at all, and they work differently in every language. Besides that, the author finds important teaching English in an amusing way where learners feel motivated and in a safe environment, which most likely can be achieved using various activities games in the classroom.

The goals of the thesis are to learn about different types of teachers and learners and see if and how it affects their behaviour in the classroom, to find out the different problems students and teachers meet when learning and teaching prepositions, and the third and most important goal is to show the importance of activities and games in the process of learning and prove that this method is successful in the process of learning a new language.

The theoretical part of the thesis covers differences between learning and acquisitions and introduces different types of teachers and learners. Further on, it offers a closer look into the grammar of prepositions and deals with some typical mistakes of Czech learners. Afterwards, the theoretical part introduces three selected pre-intermediate course books and the way they deal with prepositions. Consequently, it discovers the approach to teaching grammar and prepositions and the importance and meaning of the activities and games in this process.

The practical part presents a practical usage of chosen activities and games performed with children. There are various amusing and motivating activities focusing on prepositional constructions, aimed on young learners and teenagers. The practical part offers not only the detailed description of the activities but also the reflection, positive and negative points noticed by the author of the thesis. Consequently, it shows and proves improvement of the tested group of children after performing all of the activities.

Both, practical and theoretical parts include conclusions at the end of each chapter and the final conclusion at the end of the thesis summarizing all the inferences and goals.
THEORETICAL PART
1. Process of learning and acquisition

Scientists and psychologists have been trying to define learning since the half of last century, however not successfully. It is a little rare that after the number of studies and investigations that have been done they still do not have a clear answer to the question: What is really learning and how do we learn? There are surely different approaches to the issue and therefore also many interpretations and theories. Belgian psychologists Jan De Houwer and Agnes Moors and Irish psychologist Dermot Barnes-Holmes define learning as “ontogenetic adaptation—that is, as changes in the behaviour of an organism that result from regularities in the environment of the organism” (631). They believe it “solves the problems with other definitions” (De Houwer, Barnes-Holmes, Moors 631). A clear definition of learning would be certainly very conducive, but it is not easy to find one. And even if such a definition existed it would definitely be a very broad term. The reason for that is, on the contrary, very simple. Everyone learns in a distinct way.

There are many learners in this world who all learn in different ways, and so are the ways the knowledge is gained. That is why it is so complex for teachers to discover the right method of teaching everyone. Concerning the learners many factors have to be taken into account. For instance, the reasons why they learn, what their experience with the language is, how big their motivation is, which learning style predominates in their learning system, what their personality is and many more. However, this all would be insignificant without hours invested in the learning process. “For example, a recent university research team in Britain wanted to find out why some children who learned musical instruments became very good at it while others remained at best competent. They found that most common factor was simply the number of hours the children had practised.” (Harmer 7)

Any person who has experienced teaching could agree that generally speaking, students that work more hours and do dutifully all the tasks assigned are better than the ones who work carelessly. But is learning only about the time we invest in it? And why some learners exert more effort than others? Does it have something to do with the teacher and/or the way they are taught to work? Can generally known learning styles give us some more responses about why and how people learn? And who or what is responsible for it?

Responsibility is quite an important factor in the learning process. Students or learners have to be aware that they are responsible for their own success, not the supervisor nor the rest of the classroom or anything else around. They need to feel their own motivation pushing them forward. Nowadays in many developed language centres so-called “self-access centres” (Harmer 9) are established. They are fully

~ 8 ~
equipped with modern technology and prepared for students to learn on their own. Basically, they can choose to visit the centre or not and being there they can decide how and on what they are going to work. Everything being in their hands gives them feeling of responsibility for themselves and their own learning process. Of course, they can ask a teacher for help but that has to be also their decision. Harmer says that the underlying philosophy behind self-access centres is that students who are prepared to take such a responsibility for their own learning (by studying in their own time, doing homework, thinking carefully about what would be best for them) are good learners. (9) Harmer also claims that good learners do not just wait to be taught. (9) However to learn independently is not an easy thing to do. Naturally, without having a habit of working without a support one is would always rely on a teacher or a supervisor. This can be slowly changed into learning to lean alone and independently and discover the mysteries of a new language.

1.1. Learning versus Acquisition

In terms of acquisition of a new language, which is not the mother language, it is possible to go deeper in the issue of learning, where one of the basic necessities for a good learner is his or her motivation. A motivated person who wants or needs to learn a new language in order to integrate himself in the new culture and be able to live without any obstacles concerning the language, mostly learns much faster than someone who just wants to become a user of a new language without any other necessity. As the language is the key to integration in a new culture, the essential tool that makes us to survive and fuse with the new conditions in other culture. Harmer pointed out that:

One of the most successful language learning experiences we know about took place towards the end of The Second World War when the American military needed to train their personnel in the languages of the countries they would have to deal with. In short intensive courses, the students learnt fantastically fast. (Harmer 8)

When talking about acquisition and learning a second language is needed to know the difference between these two terms which may seem really close to each other but they have different meanings. This distinction, as Krashen says, is a “cornerstone in current theory” (8). Acquisition is a process we are not aware of whereas learning is the deliberate process of gaining the knowledge. It means that strictly speaking almost everything done at school (different kinds of rules and exceptions) is learning. That can seem very normal and natural, however, as Krashen states: “Our ability to use second languages comes mostly from what we have acquired, not from what we have learned. Our conscious rules perform only one function: They act as an editor. ” (8) This function of “editor, or monitor” (Krashen 8) works as a kind of policeman who ceaselessly corrects the mistakes made in the already acquired language.
This is indisputably very useful, nevertheless, one cannot rely just on the learned knowledge of language when using it as it costs a lot of effort to think about all the principles and rules, which is very inefficient when one wants to speak fluently and accurately. Krashen also says that the accurate usage of language even between highly “analytic” adult performers is an outcome of what they have acquired, not learned. (8) Acquisition of the language is therefore an essential element for not only the first language learners (children) who do it naturally with their mother tongue but also for the second language learners who are trying to not only communicate in other language but also think in it and become a part of the new culture.

At this point the question how the process of acquisition works and if something can be done to improve it in order to speak better arises. Krashen claims that “we acquire just in one way- by comprehensible input, which contains a new rule we acquire” (8). This reveals much about why knowing the cultural background is so important when speaking and why pictures, graphs and other props are significant for students of a second language.

1.2. The ways of learning

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in the conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. (Wright, Betteridge, Buckby 1)

In this chapter three methods of learning English by Barry Sesnan are introduced. According to him, it is very important for English teachers to know this theory. (10)

1.2.1. Understanding and memorization

The memorization is not a very appropriate method of learning, since is not flexible and if the learner forgets just a small part of the memorized whole, he or she may not be able to proceed. However, Sesnan does not exclude the memorization from the process of learning completely. He claims that is may be helpful when learning pronunciation and new vocabulary. On the contrary, the way of understanding is, according to Sesnan, the most effective one in the process of learning a language. (10)

1.2.2. Discovery

Discovery is a method of learning where the learners find the rules themselves and thus understand them better i.e. in their own way. The negative point is that in the Czech environment learners often
discover the bad habits of the teacher and classmates, therefore this method should be used wisely and be complemented with other methods. (Sesnan 10-11)

1.2.3. Learning from others

The last form of learning that Sesnan mentions in his book is learning from others. He learned this method already as a child observing the immigrant children and the speed they learned English from other children in the playground. (11) Sesnan claims that pupils learn much faster from people they need to interact with because they get an immediate feedback and results. Another reason is that they have a very high motivation to learn since there is no other way to communicate and socially interact. Sesnan believes that this is a very big challenge for the teachers. (12)

1.3. Conclusion

The first chapter showed the very thin difference between the learning and the acquisition and described both of the processes. It is clear that in schools in the classroom mostly the process of learning occurs. Therefore it is very important for the teachers to know these processes closely and find out how to work with the learning and the acquisition.

The next chapter will look closer to the different types of the teacher and learner and how these different types may influence the process of learning and acquisition.
2. Types of teachers and learners

Learners and teachers are not the same. They, as every human being, have different backgrounds, responsibilities, opinions, likes, memories, fears, dreams, habits, prejudices and expectations out of the classroom which they bring into the classroom. Not two individuals are the same and all the learners and teachers in every classroom differ. The following chapters introduce some basic types of teachers and learners in order to understand better the richness of the human world and learn how to work with the differences in the classroom.

2.1. Three types of teacher

According to Harmer there are three broad categories of teacher according to the teaching style: the explainer, the involver and the enabler (6). Of course, this division is very broad and it is not possible to divide all the teachers solely into three categories since many teachers possess various characteristics from all the groups. Others may change the category depending on the day and learners. The thesis will look into these three categories more in detail since it is very important from the point of view of the methodology of performed activities in the practical part and it also helps to the author to realize the strong points of every category and the type of teacher she wants to become.

2.1.1. Explainer

The explainer usually has a very wide knowledge about the subject he teaches but lacks the knowledge of methodology. That results in relying on the explaining to the students rather than personally involving the students. (Harmer 6) “The students are listening, perhaps occasionally answering questions and perhaps making notes, but are mostly not being personally involved or challenged.” (Scrivener 17-18) If the teacher is good enough he can offer a very amusing and interesting class with plenty of information for the students, maybe even with sporadic questions towards students, however they are rather listeners in his classes or they work on individual exercises after the lecture. (Harmer 6)

2.1.2. Involver

The second type of teacher is the involver who is different from the first one in the way that he does not lack knowledge in methodology. On the contrary he is very familiar with it and uses it to support his classes to help students to understand the matter. This does not mean that he lacks the knowledge in the subject matter but explanation is not the only one of his techniques. In reverse, he knows many of them to be able to involve the students into his activities and let them participate. The involver puts a lot
of effort into finding the activities that will allow students to be active in the class yet also keeps the control over everything in the classroom. (Harmer 6)

2.1.3. Enabler

The last category of the teacher is so called *enabler*. This kind of a teacher knows possesses not only the knowledge of methodology and the matter of the subject, but also is aware of how the classroom works and knows the dynamics and feelings of his group. The teacher uses these abilities in his classes and creates a strong working atmosphere in a friendly environment. “Her own personality and attitude are an active encouragement to this learning” (Scrivener 18) He or she also actively involves his own motivation and nature. This teacher has sufficient confidence to let the control over the process of learning partly or completely to his students and discuss with them different steps and decisions. He or she enables the students to work while becoming a guide and offering support from outside and leads the students to become autonomous learners working on their own. (Harmer 6) “Sometimes, when the class is working well under its own steam, when a lot of autonomous learning is going on, she may be hardly visible.” (Scrivener 18)

2.2. Learners

As was already mentioned in the previous chapters, all learners differ significantly from one another. “Learners have distinct, individual reasons for being in a class and learning English- even when these are not consciously known or recognized.” (Scrivener 89) They are influenced by their background, knowledge, previous experience and many other things listed in the chapter 2. However, there are more factors that influence the learners and their way to learn. One of them is the learning style. There exist three basic learning styles: *visual*, *auditory* and *kinaesthetic*. “In any learning group, you can expect 40% of your learners to be predominantly visual, 40% to be auditory and 20% kinaesthetic.” (Berman 9)

2.2.1 Multiple intelligences

The important factor in learning process, except for the ones that were already mentioned above, is learning intelligence. According to Gardner intelligence is an ability to solve problems, which allows one to find a way to achieve the goal. (15) Both, Gardner and Berman divide learners according to seven intelligences and describe each of them in further detail, however, Berman adds also eighth intelligence which is *naturist intelligence*.

*Musical intelligence* is a biological independent skill. The proofs of that are for instance the autistic children who without having the ability to speak can master a musical instrument. (Gardner 17) Gardner
says that areas in the human brain responsible for the music perception, as for the language, are located in the right hemisphere. (17) He also claims that music was obviously and important factor in lives of prehistoric people and even though it is not an intellectual skill it is definitely and independent intelligence. (18) Berman, on the other hand, shows how music can be used in the classroom and how it can work very well for the learners. He claims that it can be used to work on phonology and also as the background for an activity, which lowers the stress and makes students feel relaxed. (18)

Learners with strong **bodily–kinaesthetic intelligence** learn through movements and if they cannot do so, they can often become frustrated and they learn less. These learners benefit from movement. (Berman 9, 19). Gardner in his book describes that bodily movement is localized in the motor cortex controlled by both hemispheres. He claims that this type of intelligence helps to solve different bodily-kinaesthetic problem as hitting the ball with a tennis rocket, but is also used to express oneself through the body language or movement e.g. dance. (18, 19) Bergman claims that one of the best activities for the kinaesthetic learners it the role-play. (18)

A high degree of **logical–mathematical intelligence** is normally found in students who enjoy working with computers and like science subjects. These learners love to solve problems and like precision and organizing information. They usually enjoy crosswords and guided discovery tasks. (Berman 79) Gartener labels this as “scientific thinking”. (19) This skill together with the **language skill** is usually basic for solving the typical IQ tests and has been intensively investigated by traditional psychologists so far. (Gardner 20)

**Linguistic intelligence** together with **logical intelligence** is the field of investigation of traditional psychology. It can also operate independently for instance in deaf populations where children often invent their own manual language, even if the sign language was not introduced to them. The linguistic intelligence is located in the left hemisphere. (Gardner 21, 22) Students with high degree of **linguistic intelligence** have a fascination for words and like to express themselves using the language. They love writing and listening to stories, therefore, some of the best activities for this type of learners are storytelling and reflections. These learners can also appreciate authentic English. (Berman 113)

**Spatial intelligence** is important for navigation, visualization objects from different angles, visual arts and also for instance for playing chess. The place in the brain responsible for special processing is the right hemisphere, which, when damaged, causes problems as for instance to find the way in the city, recognize faces, notice details, etc. (Gardner 22) On the other hand, Berman asserts that students with a high level of **spatial intelligence** are usually thinking in pictures, like drawing and maps and like to use
colour markers. They need visualizations, pictures and graphs or a guided-visualization techniques to be used. (133, 134)

Whenever teachers task students with pair or group work they cater for the **interpersonal intelligence.** The group work according to Berman not only increases the *Student Talking Time* but also prepares the students for different models of spoken English which they will often meet in real life when talking to other non-native speakers. (33) “Interpersonal intelligence builds on a core capacity to notice distinctions among others; in particular, contrasts in their moods, temperaments, motivations, and intentions. In more advanced forms, this intelligence permits a skilled adult to read the intentions and desires of others, even when these have been hidden.” (Gardner 23) Gardner also claims that we can find a high level of this skill in religious and political leaders. It does not matter what language they speak.

**Intrapersonal intelligence** is knowledge of internal sides of oneself. It means to understand own feelings and emotions, label them and understand them as guides of the behaviour. A person with this intelligence has a feasible factual picture of himself or herself. (Gardner 25) Great activities catering for this type of intelligence are for instance relaxing activities that make learners to relax their bodies and enter their subconscious, which is an important skill in nowadays era of stress. (Bergman 147)

**Naturalist intelligence** is an intelligence recognized only by Bergman (not Gardner). Bergman claims that it is an ability to know nature, recognize animals and plants care for the environment. “It would seem that this eighth intelligence not only has its own identity but is also used to enrich the other seven as each of the original seven intelligences draws upon patterning skills to interpret the sights and the sounds of the world around us.” (Bergman 157) Bergman also says that *naturalist intelligence* can be supported by categorizing and classifying in the classroom. (157)

### 2.3. Conclusion

The second chapter introduces a closer look into different types of teachers and learners from the perspective of different authors. It is obvious that our character, ways of teaching and learning and intelligence cannot be overlooked, on the contrary, it has to be taken in account in the process of teaching and learning. Moreover, it should be used by the teacher in the learner’s favour.

The next chapter will look closer on the prepositional forms and outline their usage, different categories according to different authors and application in the sentence.
3. Prepositions and prepositional phrases

This chapter is describing the prepositions and prepositional constructions and their division by different authors. Swan and Walter agree that many of the prepositions are difficult to learn because they have different meanings in other languages. (253) Another reason why prepositions are complicated for learners is that they are hard to define, since sometimes the translation does not work in the same way in the L1.

Prepositions belong to a closed word class. They connect two parts of the sentence and show the specific relation between them e.g. “He was very grateful for her help”. (Greenbaum, Quirk 188) Prepositional phrase consists of the preposition and the complement, which usually follows the preposition, and it ordinarily functions as a postmodifier. It may also function as an adverbial e.g.: Mary hurried across the room. (Greenbaum, Quirk 188)

Prepositional phrases are usually noun phrases, but in some cases they can also be nominal clauses e.g.: “from what you were saying” or non-finite clauses e.g.: “in terms of scrutinizing the results”. However, that clauses and infinitive clauses cannot become prepositional complements, even though they are nominal clauses e.g.: “I was surprised at what she said”. (Greenbaum, Quirk 188)

Quirk and Greenbaum agree with Chalker that prepositions can be simple i.e. consisting of just one word (at, in, on) or complex, which are made by 2 or more words (because of, according to, in addition to, by means of). (Chalker 68)

3.1. Division of prepositions according to Greenbaum and Quirk

There are many divisions of prepositions according to different authors, however for the purposes and due to the extent of this thesis only the one from Greenbaum and Quirk was chosen.

3.1.1. Space

Position and direction

Prepositions express a static position (at, on, in, away from, off, out of, etc.) [1], or a movement in a direction (to, towards, on (to), into, away from, off, out of, etc.) [2]. “To” usually means that the destination was achieved, whereas “towards” just implicates the direction. It is also important to know if the referent is a surface [3] or something enclosing [4].

[3] They were floating on the sea. [4] He was swimming in the sea.

Relative position

As it is clear from the name of this group of the preposition they imply the relative position of two things. In this category belong prepositions like: opposite, above and below, over and under, in front and behind [1], before and after, etc. (193) In addition to that, the prepositions: between, among and around, that relates two or more objects belong here [2], as well as facing and near to, close to. (194)

Examples: [1] The teacher is standing in front of the board. Vs. The board is behind the teacher.

[2] The bench was among the bushes. Vs. The bushes were around the bench.

Passage

The prepositions belonging here (behind, through, by, over, under, across, past) indicate the position of the object as well as the movement of it in relation to another object [1]. They are often related to conceptual axes and the position of the speaker or his personal orientation (coming down/up the road) [2], however they may be also related to a corner or a centre (round, around) [3]. (194,195)

Examples: [1] They walked through the field.

[2] Their hotel is past the city hall.

[3] The dogs were playing around the garden.

3.1.2. Time

Time position

To know the position in time the question: When? is usually asked and answered by using the prepositions at, on and in. (196)

The preposition at is used to express a “dimensionless” points of time. (Greenbaum, Quirk 196)

Examples: We will meet here at 10.30 a.m.

Mary and John are going to visit Mary’s parents at the weekend.

Hugh asked Jane to marry him because at that time it was necessary.

In is used when the time is rather a period of time.
Examples: Last time I spoke to him in January/2002.

I usually prepare breakfast in the morning and watch TV in the evening.

John will finish the work in three days.

When referring to days or specific parts of the days, the preposition on in used.

Examples: I will return home on Monday, to be exact on Monday evening.

Time duration

To express the duration in time the question: “How long?” may be asked and answered using the preposition for [1], which can also be expressed by from...to. Throughout and during emphasize even more the duration [2] and may be substituted by between...and in a more general sense. Over divides the period or implicates some borders [3]. (197)

Examples: [1] The shop is going to be closed for three days/ from Friday to Sunday.

[2] During the winter John stays at home more often.

[3] I stay with Katie over the weekend.

3.1.3. Cause and purpose

Cause and purpose embody a broad spectrum of relations. Cause, reason and motive are covered by the prepositional phrases like because of, on account of, for, from, out of, etc [1]. What is more, the preposition: for also expresses the purpose, goal and the target [2] and the recipient (if used) is usually “intended” [3]. If the recipient is “actual”, to is used [4]. Unfriendly target is normally expressed by at [5], however, it can be seen neutrally with a smile as well [6]. (199)

Examples: [1] The grandfather died from cancer. Because of the bad weather the game was cancelled.


[4] “She presented a plaque to the retiring supervisor.” (Greeenbaum, Quirk, 199)

[5] Why are you screaming at me?

[6] Patents often laugh at their children.
3.1.4. From means to stimulus

This category reveals another group of prepositions like by [1], which is used to express means and with [2] (or the negative: without) for instrument. They all answer the question: How? By is also used with the agent causing something [3]. The stimulus and reaction are expressed by at or with (in case it is a person) [4] and also by about, in, of, and to.

Examples: [1] My daughter goes to school by bike.

[2] Suddenly, he couldn’t open the door with his key.

[3] This book was written by Shakespeare.

[4] She was surprised with his response.

3.1.5. Accompaniment

With and without express the sense of company or opposite. The complement may be animate [1] but it can also be something inanimate or a circumstance or manner [2]. The last one can be also expressed by (un) like [3]. (200,201)

Examples: [1] Every day I go to school with my friend Sue.

[2] She took the phone with a smile on her face.

[3] Holly, unlike her parents, was literate.

3.1.6. Concession and other relations

Concession is expressed with different degree of formality by prepositions in spite of, despite, notwithstanding, for all or with all [1]. The prepositions for exception are: except (for), excepting, excluding, apart from, aside from, but, save, bar, barring, etc. [2]. On the contrary, addition is expressed by besides, as well as, in addition to, etc. [3]. For the respect there are prepositions as for, as to, about, on the matter of, concerning, as regards, with reference to, etc. [4], which are often complemented by verbs and adjectives. (201,202)

Examples: [1] He managed to hand in the thesis in spite of / despite all the obstacles.

[2] Everything was great but / except the dessert.

[3] This articles are great as well as the one I read yesterday.
As for the topic of the thesis, I believe it would be better to change it.

3.2. Prepositions vs. Adverbials

Adverbials are words, phrases and clauses, which modify a sentence or a clause by adding information to it. (Kosur) They may have different forms, positions and grammatical functions and there can be more adverbials in a single sentence. (Greenbaum, Quirk 158). Quirk and Greenbaum divide adverbials into seven categories according to their different semantic roles on: Adverbials of space, time, process, respect, contingency, modality and degree. (158-160) Further to this, adverbials may be placed in the sentence relatively freely in comparison with other elements. As for the grammatical categories they may be: adjuncts, subjuncts, disjuncts or conjuncts. (Greenbaum, Quirk 161-162)

Adverbials, as one of the sentence elements (subject, verb, object, complement and adverbial) are not always only simple adverbs. They can have form of a clause: “noun clause: We go every day, verbless clause: If possible…, non-finite clause: Thinking about it…, finite clause: When I realized…, or a prepositional clause: Come into the garden”. (Chalker 60) This means that a prepositional phrase may be an adverbial if it has the form of a clause as in the latest example of Chalker. What is more this realization of adverbial by a prepositional clause is very common in English.

Scott included in word classes the group he calls particles, which is, according to him “a closed set of words which do not vary in their form.” (34). Further Scott mentions that word from this group belongs to further different classes, however they are these arise from the position not form. (34) Some of the words in this group are so called adverbial particles, which include words like for instance: in, out, on, over, down etc. Scott gives these examples:

“Let’s go in.
The fun is over.
Our friends had gone out, so we walked on.” (35)

Further in his book Scott writes that the interesting thing happens when the particles mentioned above appear in front of a noun pronoun. In this case they become prepositions. (35) For example:

She went out of the house.
The dog jumped over the fence.
The lady was sitting on a bench in the park.
3.3. Phrasal and prepositional verbs

“In modern English it is very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meanings.” (Martinet, Thomson, 315) Thomson and Martinet also believe that is not so important if what follows after the verb is a preposition or an adverb, however, it is crucial to know whether the verb is transitive or intransitive. There may be verbs that are both- transitive and intransitive depending on the usage and meaning e.g.: take off. (315) Meaning can be either clear from the meaning of the verb and the adverb/ preposition (e.g.: come back), or not (e.g.: give up). (Eastwood, Mackin 116)

**Phrasal verb** is a verb followed by an adverb (e.g. take away, come back, write down, work out) or an adverb and a preposition (e.g. put up with). Sometimes the combination of a verb and adverb may have a special meaning which is not clear from the first look (e.g. watch out, look after). (Eastwood, Mackin 116). A phrasal verb may be transitive or intransitive, however, when it is transitive the position of the object is flexible i.e. it can follow after the phrasal verb or come between the verb and the adverb (put the gun away). The later one is obligatory in case of pronoun (e.g. Mary gave it away. Not: * Mary gave away it.*). (“Phrasal verbs vs. prepositional verbs: position of the object.”)

**Prepositional verb** is a verb followed by a preposition or a prepositional phrase. The preposition works as a complement completing the meaning of the verb. (e.g. agree with, laugh at, insist on, pay for, etc.) Unlike an object of a phrasal verb, object of a prepositional verb is not flexible, regardless of it being a noun or a pronoun. The object must always follow the preposition. (e.g. I agree with you. John laughed at Mary. He paid for the dinner.) No other construction is possible. (“Phrasal verbs vs. prepositional verbs: position of the object.”)

3.4. Conclusion

Third chapter introduced the grammar and various applications of prepositions. Firstly, the chapter offered a detailed division of the prepositions with the examples according to the well known authors Quirk and Greenbaum. Consequently, it compared prepositions and adverbs, and at the end it explained the difference between prepositional and phrasal verbs.

The next chapter will deal with the typical mistakes of Czech learners using English prepositions and the way to avoid them.
4. Common problems caused by prepositional forms

This chapter is describing the common problems which may occur to the non-native speakers using the prepositional forms in English language.

4.1. Why prepositions cause problems?

To a student of English two main problems with the prepositions may occur. First he or she has to know if a in the particular construction a preposition is needed. This can cause many troubles since in many cases Czech language requires a preposition and English not and vice versa. (Martinet, Thomson, 91) Then he or she has to find the correct preposition to use, which may also be complicated, since prepositions differ a lot in every language. For example the same English construction: to be in love with someone, is translated in Czech as: být zamilovaný do někoho, which could be literally translated back to English by lower level student as: *in love to someone*. Moreover, the same construction is Spanish: estar enamorado de alguien, could be again literally translated as: *to be in love of/from someone*. This is just an example of three different languages and obviously, there would be more dissimilarities translating the phrase into more languages.

4.2. Common mistakes of Czechs students in English prepositions

Here are some of the examples of the common prepositions typically misused by Czech and Slovak people. The examples of the incorrect phrases are the ones that are very often used in a wrong way. The reason of the wrong usage is in most of the cases the literal translation from Czech to English.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Correct usage</th>
<th>* Wrong usage typical for Czech students</th>
</tr>
</thead>
</table>
| by          | play by Shakespeare  
This is my favourite play by Shakespeare | * play from Shakespeare |
|             | surprised by/at  
I was surprised by her attitude. | * surprised of /from |
| in          | arrive in (at)  
We arrived in Prague at 7 p.m. | * arrive to |
<table>
<thead>
<tr>
<th></th>
<th>Example</th>
<th>Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>for</strong></td>
<td>exam in (on)</td>
<td>* exam from</td>
</tr>
<tr>
<td></td>
<td>* He failed his exam in English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for a reason</td>
<td>* from a reason</td>
</tr>
<tr>
<td></td>
<td>* Everything happens for a reason.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>except for</td>
<td>* except of</td>
</tr>
<tr>
<td></td>
<td>* Everyone was there except for John.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>leave for</td>
<td>* leave to</td>
</tr>
<tr>
<td></td>
<td>* She left for work early today.</td>
<td></td>
</tr>
<tr>
<td><strong>on</strong></td>
<td>on the condition</td>
<td>* under the condition</td>
</tr>
<tr>
<td></td>
<td>* I agree on the condition that you will help me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>count on</td>
<td>* count with</td>
</tr>
<tr>
<td></td>
<td>* You can always count on me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>decide on</td>
<td>* decide for</td>
</tr>
<tr>
<td></td>
<td>* Which city have you decided on?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>operate on somebody</td>
<td>* operate (-) somebody</td>
</tr>
<tr>
<td></td>
<td>* They will operate on him tomorrow morning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on the radio/ television</td>
<td>* in the radio</td>
</tr>
<tr>
<td></td>
<td>* Yesterday they said it on the radio.</td>
<td></td>
</tr>
<tr>
<td><strong>of</strong></td>
<td>consist of</td>
<td>* consist in</td>
</tr>
<tr>
<td></td>
<td>* Mary’s diet consists of fruit and vegetables only.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>critical of</td>
<td>* critical to</td>
</tr>
<tr>
<td></td>
<td>* He is very critical of his wife.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>die of</td>
<td>* die from</td>
</tr>
<tr>
<td></td>
<td>* He died of a cancer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>opinion of</td>
<td>* opinion on</td>
</tr>
<tr>
<td></td>
<td>* What is your opinion of him?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>remind of</td>
<td>* remind (-)</td>
</tr>
<tr>
<td></td>
<td>* You remind me of my brother.</td>
<td></td>
</tr>
<tr>
<td><strong>into</strong></td>
<td>divide into</td>
<td>* divide in</td>
</tr>
<tr>
<td></td>
<td>* Divide a cake into two halves, please.</td>
<td></td>
</tr>
<tr>
<td><strong>at</strong></td>
<td>good at</td>
<td>* good in</td>
</tr>
<tr>
<td></td>
<td>* He has always been good at Maths.</td>
<td></td>
</tr>
<tr>
<td>preposition</td>
<td>example</td>
<td>correct form</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>look at</td>
<td>She looked at the clock in the kitchen.</td>
<td>*look on</td>
</tr>
<tr>
<td>shout at</td>
<td>Don’t shout at me.</td>
<td>*shout on</td>
</tr>
<tr>
<td>visitor to</td>
<td>The visitors to Brno love villa Tugendhat.</td>
<td>*visitor of</td>
</tr>
<tr>
<td>open to</td>
<td>The exposition is open to the public.</td>
<td>*open for</td>
</tr>
<tr>
<td>complain about</td>
<td>He always complains about his work.</td>
<td>*complain on</td>
</tr>
</tbody>
</table>

### 4.3. Conclusion

There are quite many mistakes Czech students may make while learning English prepositions. The ones listed above are just an example of the most typical ones but there are many more. The teacher should be aware of this fact and help his or her learners to avoid the mistakes by teaching the prepositions in context, which mean teaching preposition together with a verb or adjective or other. He or she should also try to avoid the translations from L1 to L2 and opposite, since this may create a feeling that the preposition in L2 is equal to the one in L1 and works in all the cases in the same way, which is usually not true.

The next chapter offers a comparison of three different textbooks (level pre-intermediate) used in Czech schools and it shows how the books deal with the prepositions.
5. Prepositional phrases in selected course books

Due to the lack of space only some of the course books will be compared and discussed in this chapter. The course books correspond with the level of the tested children in the practical part, which is pre-intermediate. The chosen books are commonly used in primary schools in the Czech Republic. The chapter will look closely how the prepositions and prepositional constructions are introduced to the students in the books, what terminology do they use and how they explain the usage of the prepositions. Naturally, learners practise prepositions in many other exercises, texts, dialogues, videos, etc. not only in the ones that are focused exclusively on practising the prepositional constructions. However, this chapter will focus only on those directly introducing and training them.

5.1. Project 3

Project is an edition of five books for the children from nine to ten years which agrees to the fifth year in Czech schools. There are five books starting with number one which is dedicated to the fifth graders until number five for the ninth graders. Project three is designated for the seventh grade and it is also the book used with the tested children in the practical part. The book is divided into six unites. Each of the units has another four sub-units which focus on different grammar and skill and another unite dedicated to the cultural aspects.

5.1.1. How Project 3 deals with the prepositions

In the whole book there is only one exercise focused only on the preposition. The exercise is a part of the chapter 2C which is dedicated to the future time (using will) and an additional vocabulary of different places. The exercise focuses only on the prepositions of place in and on but there is no explanation whatsoever. Students are supposed to match the preposition to the different places by trial-and-error method.

Later, the prepositions of place are used marginally in chapter 4A which is dedicated to different places in London focusing on definite article with the place names and in chapter 4B which deals with articles as well and also with giving directions. Although prepositions are used a lot in this chapter there is not a particular exercise focused on them and students do not train them separately only as a part of the text or other exercise.

The last chapter where the prepositions are mentioned and trained is chapter 6C which focuses on reading and selected phrasal verbs (sit down, try out, get up, switch on, get off, look for, look out, look round, etc.). In the exercise on page 73 students are supposed to match the phrasal verbs with the
preposition or the adverb without any differentiation of these. “A lot of English verbs have got two parts: a verb + a particle (preposition or an adverb).” (Hutchinson, 73)

5.2. Your space 3

Your Space is a three-level course for the teen learners. The book Your Space 3 was chosen for the purposes of this chapter, since it corresponds with the curriculum of the seventh grade and eight grade in most of the Czech schools i.e. also to the curriculum of the tested children in the practical part. This textbook is divided into ten chapters, each of which contains three sub-chapters. The division is according to the grammar and vocabulary. Furthermore, each of the chapter contains a special part dedicated to practising and developing the four skills.

5.2.1. How Your Space 3 deals with the prepositions

First time an exercise on prepositions appears in the book is already in the first chapter. In the section 1B there is the exercise 10 on page 15 focusing on prepositions in connection with the past continuous which is the main grammar focus of the chapter 1A. There is no explanation to the exercise, learners are just supposed to fill in the gaps with the correct preposition. “Complete the sentences with the correct preposition.” (Hobbs, Starr Keddle, 15) Prepositions used in the exercise: to, about, for.

Half of the chapter 3B, basically the whole page 34, is completely dedicated to the prepositions since and for in connection with the present perfect time. There is also a short explanation of the usage of the present perfect time and the use of the two prepositions with a little graphic representation of the time. “Use for to speak about a period of time. Use since to talk about the moment when an activity started.” (Hobbs, Starr Keddle, 34). The explanation if followed by three exercises. The first one is a gap fill for the verbs in present perfect and the correct preposition for or since. The second exercise is a matching one, where learners have some time expressions e.g. Friday, six years, four o’clock, etc. and they are supposed to match them with the correct preposition this time without any further explanation. “Match the time expression with for and since.” (Hobbs, Starr Keddle, 34) The last exercise besides the two preposition focuses also on the question formation, present perfect time and training the speaking skill, therefore it is the most complex one. Learners have to start with forming the questions (all of them starting with: How long) e.g. How long have you been in this lesson? Having done this they work in pairs and ask their partner the questions they formed and answer using the correct preposition and the present perfect time e.g. For 10 minutes. / Since nine o’clock. (Hobbs, Starr Keddle, 34)

The next chapter where the prepositions are mentioned is chapter 4B called “Multi-word verbs” (Hobbs, Starr Keddle, 45). It contains an exercise to practise phrasal verbs finished with up e.g. wake up, stand
up, grow up etc. There is a little explanation of the grammar: “Multi-word verbs combine prepositions with common verbs” (Hobbs, Starr Keddle, 45). And later there is a simple and nice demonstration of the verbs trough the pictures and examples of the verbs in sentences. The exercise that follows the explanation is based on pair work and trains speaking skill as well. Children are supposed to ask each other and answer the questions from the exercise. Each of them contains one of the verbs mentioned above. (E.g.: What do you want to do when you grow up?) (Hobbs, Starr Keddle, 45) This exercise is not based on practising the prepositional constructions, since it mentions just one preposition, but at least it gives to the learners an idea about the different usages of them.

The last exercise in the textbook Your Space 3 dedicated partly to the prepositions is in the chapter 10B. The exercise is very similar to the one in the chapter 4B which is described above. Although this exercise focuses on different phrasal and prepositional verbs (not only followed by up), the explanation of the grammar is identical with the one in chapter 4B. There is again a clear demonstration with the pictures and then an exercise where learners are supposed to match the verb with the correct preposition and write a sentence using the verb e.g. “hang + out: I like hanging out with my friends.” (Hobbs, Starr Keddle, 105). This is the last exercise where the prepositions are focused on and partly practised in the book.

5.3. New Headway Pre-Intermediate

New Headway Pre-Intermediate is a book commonly used in elementary and secondary schools in Czech Republic. The book corresponds with the curriculum of the seventh and eighth grade and therefore also the level of the tested children in the practical part. The book is divided into fourteen units according to grammar and vocabulary groups. Each of the units includes grammar, practice, vocabulary, reading, listening and speaking and everyday English.

5.3.1. New Headway Pre-Intermediate deals with the prepositions

The first chapter where some prepositions are introduced as a part of a wider task is chapter one- vocabulary part, which contains one short exercise where students are supposed to differentiate the word classes and prepositions as one of them. In this exercise there are only two prepositions in and on.

Later in the third chapter in the part everyday English there is a whole page dedicated to the time expressions. However, there are only two exercises to actually train the prepositions of time. In exercise 3 learners are supposed to connect the expression with the correct preposition at, on or in or no preposition i.e. on Monday, at five o’clock, yesterday evening. After that in exercise 4 they have to train speaking asking the partner the questions about his birth or other moments in time using the
prepositions. “I was born at two o’clock in the morning on Wednesday, the twenty-fifth of June, 1979” (Soars, 29)

In the seventh chapter on page 56 we can find an exercise dedicated only to preposition for and since. It is a classic gap fill exercise without any further explanation.

In chapter 9 there is a part dedicated to the grammar practice where is another exercise partly practising prepositions. It is a typical gap fill with 8 sentences which learners are supposed to complete with when, if, before or until.

Finally there is a whole page in chapter 12 dedicated to phrasal verbs, which is not exactly training prepositions but at least it is connected. The page contains together four exercises, three of which are gap fills. The student is supposed to fill in the preposition or the whole verb. The last exercise asks about the meaning of some phrasal verbs which is no literal as for instance: run out of, look after, break down, etc. This is the last exercise at least partly training the prepositions in this textbook.

5.4. Conclusion

Three books were compared in this chapter in order to find out more about how pre- intermediate level books deal with the problematic of prepositional forms. It is obvious that none of the books gave many clear explanations, offered a closer look at the prepositions or showed the division of them. However, there were a few exercises dedicated to the prepositions (mostly to for and since) in some of the books also with a wide explanation. The phrasal verbs were part of all of the books as well as some gap fill exercises at least partly dedicated to the prepositions.

The next chapter will discuss the teaching of prepositions and grammar in general, different approaches to it and also will show a role of games and activities in the classroom.
6. How to teach prepositions through games and activities

This chapter will look closely on how to teach grammar and the prepositional forms as one part of the grammar and how games and activities can be effectively used in that teaching process.

6.1 How to teach grammar

There are many ways how to teach grammar and prepositions as a part of it. Thornbury, for instance introduces three possible methods of learning it i.e. teaching grammar from rules, examples and texts. (iv, v).

*Teaching grammar from rules*, according to Thornbury, is an example of a deductive approach. It means that the learner is taught a rule and then he or she follows without having to observe the language, making a conclusion. And they are just expected to do the same. The advantage of this approach is that explaining the rules is simple and fast and saves the time for the further practising. This ways of learning is very profitable for the analytical learners. On the other hand this may be discouraging especially for the young learners who would not be able to interact enough with the teacher or possibly even understand him. It may also make students believe that language is only about learning the rules. (Thornbury, *Teach grammar*, 29-30)

*Teaching grammar from examples* is an inductive approach, which means that the learner discovers the rules by going through a number of examples. This is a very natural approach that is performed when the mother tongue is acquired. (Thornbury, *Teach grammar*, 49) The plus of this method is that learners are actively involved in the rule discovery and they can fit better the new rule into the mental structure they have created so far. It teaches students to be also self reliant and autonomous which is useful for their further studies. The negative point of this method of learning is that is time consuming rather than time saving and the rules that the learners produce may be wrong or too narrow to be applied. This method is also very demanding for the teacher who needs to plan the lesson very carefully. It can frustrate some types of learners as well. (Thornbury, *How to Teach grammar*, 50)

*Teaching grammar through texts* is actually putting the rules into a particular context. This way grammar is taught using the whole text. According to Thornbury, if the sentence is taken out of the context it may be interpreted in different ways and learner will never know which one is correct until he or she goes through the text. However, this may be very complicated for the elementary learners who may have difficulties understanding the context. “The problem is that, just as it is easier to examine a fish out of
water than in its natural habitat, so in order to look at grammar it is often easier to use examples taken out of context.” (Thornbury, *How to Teach grammar*, 71)

6.2. Teaching grammar through games

“Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalising it. One way of focusing this energy is through the release offered by games.” (Rinvoluci, 3)

According to Rinvoluci games are amusing and serious at a time and teenagers love to do activities in the classroom feeling like out of the classroom and having things under the control. Moreover, the game gives them the power to reach the real aim of the grammar. (3)

Rinvoluci presents advantages that activities and games bring to grammar teaching. He claims that learners have to bring their own responsibility to learn something about the grammar and the teacher can freely observe them and discover what they actually know. He also says that during an activity all the learners work at the same time and the atmosphere that a game creates in the classroom is like a “locomotive that pulls the grammar train along”. (Rinvoluci, 4)

Wright, Betteridge and Buckby also believe that games are very important in language learning because they help to keep the students interested and motivated to work. Besides, games also help to teachers to create an environment that is close to the real life situations where the language is useful and, moreover, games make learners want to participate and express themselves. The three authors mentioned above also agree that a game can practise the language as much as a drill exercise, however not all of the games are focused this way. (1)

It has been already accepted that the language taught in the classroom needs to be meaningful which basically means that learners should react to the content in a definite way. This clearly happens when learners are surprised, entertained or challenged because they experience everything in a more realistic way and thus remember the new things better. The principal element of a game is challenge. If the fact that games provide all this is accepted, then there is no question about using them in the classroom. In fact, it is crucial. (Wright, Betteridge, Buckby, 1-4)

6.3. Who are games for?

Speaking in general, games are not limited by the age of a learner, however, some learners may like games more or less than others but this has nothing to do with the age. More important is to choose an appropriate game for a certain age group.
Generally speaking, the age groups most willing to play games are teenagers and young adults. “Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them. Games which can be played in pairs or groups may be particularly useful in this case.” (Wright, Betteridge, Buckby, 2)

Although, the choice of the game is crucial, the approach and energy of the teacher to the activity, is not less important and it influences learners in a significant way. (Wright, Betteridge, Buckby, 2) According to the authors, it is evident from the observations that a convicted teacher can make a children game perfectly working with businessmen for example. (2-3) However, working with learners who has a very specific goal and find games unnecessary, one must respect their opinion and if using a game, be able to rationalize and justify the importance of its practice.

6.4. Conclusion

There is no doubt that the sixth chapter clearly states the importance of the games in the process of learning, especially with the group of young teenagers which is also the tested group that served the purposes of the practical part of this thesis. For this particular group of learners the pair and group work is essential.

Games and activities bring the real life into the classroom and that is one of the most important ways how to motivate learners and make them learn the most. Games also create a challenge which is highly motivating for all age groups of learners and therefore should be used in every classroom.
P R A C T I C A L   P A R T
The practical part of the thesis, which builds on the theoretical part, looks at the prepositional forms and the different ways they might be taught through activities and games. It consists of nine games performed with the young teenagers in primary school in Brno, each one of them including the lesson plan, the description and the reflection on the activity.
7. Description of the group of learners

All the activities were performed by the author of the thesis with the children from Montessori primary school in Gajdošova 3, Brno-Židenice under the supervision of the English teacher of that time Mgr. Jitka Hrnčířová, who is an excellent educator and mentor. Most of the children are attending the seventh grade and are at the age of fourteen years, however in the group are five children from the fifth grade at the age of twelve, who regularly attend English classes with the children from the seventh grade. To be more efficient the school allows them to take part in the classes with older pupils. It is necessary to mention that level of English of these younger children is very high- they are one of the best in the group. The total amount of the children is twenty seven, eighteen girls and nine boys. There is considerable predominance of the girls in the class. The group is, during every lesson, divided into three smaller groups of approximately the same size of eight children and I worked always just with the one of the smaller groups at the time. This was possible thanks to the Montessori system in which every language teacher has an assistant for every class and therefore the division of the children is practicable. This improves enormously the level of the education there.

The level of English of the learners is in average A2 but this differs a lot within the group. The weakest pupils may have very weak A2 maybe A1, and the strongest ones have definitely very solid B1. In the group there are also five dyslexic children three of them are very strong dyslexic and one is dysgraphic as well. The classes were taking place at the raised platform covered with carpet at the back of the classroom where learners can sit on the ground in the circle together with the teacher.

The activities were inspired by various authors, however, there are also many of them invented exclusively by the author of the thesis. The games were performed once per week or two weeks and were performed solely by the author of the thesis. The total time was approximately fourteen weeks. During this period of time no one else was teaching or practising prepositional constructions with this group of children. Children’s abilities in using prepositional forms correctly were tested at the beginning and end of the period. Consequently, the results of the tested learners and their improvement in using prepositions are summarized at the end of the practical part in chapter nine.
8. Activities

This chapter will introduce the set of activities performed with the learners in Montessori school as a part of the English classes. It contains the information about the activities, stages, lesson plans, descriptions and the reflections in detail.

**ACTIVITY 1**

**Name:** “Memory game”

**Time for the activity:** 25 mins.

**Lesson aims:** training the writing skills, prepositions of space, objects and furniture, existential sentences: there was/were

**Teaching aids and materials:** a photocopiable worksheet, one photocopy for each student, see appendix 1 and 2. (Granger, *Play Games with English* 1, 77, 95)

**Stages:**

**Stage 1 (Introduction):** Welcome the learners and tell them that today they will have to become detectives and solve a robbery. They will need to use their excellent memory to help to solve the crime.

**Stage 2 (Pre–activity):** Ask the students how their classroom has changed since they had their first class. Give them an example. For instance: *There were yellow curtains on the windows.* Tell to every student to make one sentence. Focus on accuracy and correct usage of prepositional forms. If there are pieces of furniture or common objects you didn’t mention ask about them. If there is a preposition learners do not know teach them.

**Stage 3 (Explanation):** Tell the learners that you are going to show them a picture of a room just a few seconds before the burglar enters the house. They will have two minutes to remember as many details as they can.

**Stage 4 (Activity):** Tell the students to prepare. If you have bigger group, they can work in pairs or buzz groups or possibly you can put weaker and stronger students together. When they are ready, show them the picture and stop the time. From time to time remind them of how much time they have left. Create a bit of tension before the end. After that give them the worksheets and tell them to write down
everything they can remember that is missing. Remind them to use the construction *there is/ there are* and a correct preposition. If you want to make it a competition you can tell them that the group that writes the most correct sentences wins. Give them time.

**Stage 5 (Recapitulation):** After everyone has finished or, in case of competition, after the time limit ask learners how many sentences they have written. Ask some children to learn the sentences out loud and find all the missing objects. Acknowledge just the correct sentences with the right preposition. Afterwards you can discuss with the students if they were ever robbed, what and where they let it.

---

Table 2_ Lesson plan of activity 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 (2 minutes)</td>
<td>T invites students to help him to solve the detective story</td>
<td>Ss listen to the teacher</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>Stage 2 (4 minutes)</td>
<td>T asks students to create sentences about their classroom. T monitors the accuracy and revises vocabulary.</td>
<td>Ss listen to the T and after his example everyone says one sentence.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 3 (1 minutes)</td>
<td>T explains to Ss what they are supposed to.</td>
<td>Ss listen to the explanation of the T. If they do not understand something, they can ask.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>Stage 4 (8 minutes)</td>
<td>T shows the picture to Ss and measures the time. After that he/she distributes the worksheets and let Ss work individually or in buzz groups.</td>
<td>Ss look at the picture and try to remember as many details as possible. Then they take the worksheet and work individually or in buzz groups.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;S</td>
</tr>
<tr>
<td>Stage 5 (10 minutes)</td>
<td>T checks what Ss have written.</td>
<td>Ss stop writing and control their answers with the T.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
</tbody>
</table>
Description: This activity may sound very interesting if you introduce it right. Mostly for the children who are usually interested in solving a mysterious whodunit. If the teacher presents the activity in a right way the learners does not have to know that they are actually working on their prepositional forms and grammar. In this activity the writing is trained which is not very common with this kind of activities, however very useful and necessary for the learners, since they practise writing less and less. The memory is also trained and this activity can also create a competitive atmosphere which can stimulate many learners to work harder and faster, although, this is not always necessary. Sometimes the competitive mood can be for the worse but that is up to the teacher to know the type of learners he teaches. Nevertheless, this activity practises all the skills: speaking, reading, writing and listening, which is splendid. On the other hand, it may become a bit tedious since there is a lot of repetition and writing so the teacher needs to really encourage his students to participate actively and enjoy.

Reflection on a performed activity: The activity performed with the children was not tedious at all. They really liked the idea of solving a mysterious case and got really excited when they were told to remember everything they could in two minutes. With a bit of tension and competition that was created by the usage of the time limit it resulted in a very good and funny class. This type of tension could be very motivating for the older students and adults as well. Therefore this activity could be easily used with any age groups not only to train prepositional construction as in this case, but also to revise vocabulary, speaking and writing skills and spelling.

However, there are some details about my performance of the activity which could be improved. Although we learned some new vocabulary and it was apparent that children were eager to know it, next time I would focus more on the vocabulary training at the beginning of the activity. It was revised at the beginning and it seemed quite easy, however, it was not clear to all of the children. The writing part was not that exciting but the children got a time limit so they were trying the best and they did not even realize that they were training prepositional forms and grammar, which is very positive. I would also try to pair children myself and put together the stronger ones as a support for the weaker ones next time. Naturally, this would have to be done without children realizing it.
**ACTIVITY 2**

**Name:** “Prepositional voting”

**Time for the activity:** 30 mins.

**Lesson aims:** training prepositions of time, names of holidays, days of the week, months, parts of the day, training writing

**Teaching aids and materials:** 3 pieces of paper- on the top of each paper will be written one of the prepositions: in, at, on. See appendix 3. (Granger, *Play Games with English 1*, 81)

**Stages:**

**Stage 1 (Introduction):** Welcome the learners and announce them that today they will be part of the elections. Actually, announce them that they will be able to vote.

**Stage 2 (Pre–activity):** Ask the learners to tell you different times of the year (e.g. summer, spring...), names of the months (e.g. March, April), names of the days (e.g. Sunday, Monday), times of the day (e.g. morning, midnight, 5 PM), dates (e.g. 1st May), important years in the history (e.g. 1918, 1969)... Do not ask about prepositional of time.

**Stage 3 (Explanation):** Tell to the learners that they will vote about the correct prepositions connected with the different holidays, times of the year and day. Tell them to take one piece of paper (A4 would be the best) and divide it in 3 equal pieces. On the top of each piece they will write with big letters one of the prepositions: IN, AT, ON. Create these beforehand by yourself to show it as an example.

**Stage 4 (Activity):** Tell to the learners that now they are going to vote which preposition is the correct one. Let them sit in the circle and see each other choices. Let them to change their opinion after seeing the choice of their classmates without commenting it. They will learn very soon that the others may be wrong. After everyone is happy with his choice show them the correct one. Everyone can count one point for the correct answer. Having finished the voting, tell to every child to count their points and announce the winner. If you do not want to compete, you can leave out this part.
Stage 5 (Post-activity): Now give the children a couple of minutes to write down the propositional constructions. Tell them to write at least 3 of them under each of the prepositions written on the paper. Let them to work individually but check what they are writing and if it is correct.

Stage 6 (Recapitulation): After everyone has finished elicit a few correct prepositional constructions to make sure that everyone got it right. Recapitulate again some important rules or the construction you believe children should definitely remember.

Table 3_ Lesson plan of activity 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>T invites Ss to be a part of the election.</td>
<td>Ss listen to the T.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(3 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>T asks students about the different times of the year, names of the months, days,</td>
<td>Ss try to think and give as many answers as they</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>holidays…</td>
<td>can to the T</td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 3</td>
<td>T explains to Ss how to create the ballot papers, and shows them the example he</td>
<td>Ss listen to the explanation of the T and after</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>prepared beforehand.</td>
<td>that they create their own ballot papers.</td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>T tells to the Ss a name of the day, month, holiday, part of the day or time and let</td>
<td>Ss listen to the T and try to lift the paper with</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(10 minutes)</td>
<td>them to vote about the correct preposition.</td>
<td>the correct preposition. They can change their</td>
<td>S-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>choice if they want.</td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 5</td>
<td>T gives to Ss a couple of minutes to write down the correct words on the paper with</td>
<td>Ss write down the words. They work individually.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>the right preposition. He provides the support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description: This activity is very enjoyable for the most of the children. Just the fact that they will be able to vote, one thing they are not allowed to do but people talk much about it, is very exciting. It makes children to pay attention and arouses the curiosity in them. The activity focuses on the prepositions of time and it really opens the whole range of the prepositional constructions. Moreover it also recapitulates the vocabulary and teaches the new one. I also think it is very positive that children can vote and then be able to change their opinion because in the life they will have many options and influences and they will have to learn how to believe in themselves. I like the fact that his activity thought them to believe in what they think is right and to see that the majority may be wrong. This constant curiosity keeps them focused all the time and like this they learn much more. The activity also practises writing skills and it is very positive that after they have learned something they can calmly sit down and write everything they remembered, or at least something, and keep it. I do not think that this activity has many negative aspects but as one of them I would mention that the range of the prepositional constructions is quite narrow since it focuses just on the prepositions of time. On the other hand I can imagine performing the same activity with the other prepositions as well.

Reflection on a performed activity: The activity was great. From the moment the election was announced children got very excited. They also liked the fact that they were able to create the papers. They enjoyed the fact that they could have changed their choice but many times happened that the majority of the class chose the wrong answer. Sometimes the learners with the correct answer changed it under the influence of the rest of the group and then they regretted it. This fact also taught them to believe more in their own opinion and less to the opinions of the others. They were eager to know the correct answer and hopefully they learned a lot because they were paying attention all the time. They were very curious if they got it right and they also liked the idea that they could earn points for the correct answer. In order to save time next time, small pieces of paper may be prepared for the learners in advance, but that would depend on the class and the timing. Otherwise this activity was a very successful one, at least with the chosen group of children. Whit the adults the way of explaining and motivation could be changed slightly, but the activity could work very well with them too.
**ACTIVITY 3**

**Name:** “At the zoo”

**Time for the activity:** 40 mins.

**Lesson aims:** training prepositions of place, names of animals, spelling, pronunciation training listening skills and giving instructions

**Teaching aids and materials:** a photocopiable worksheet with the map of the ZOO (Grey AN/02). See appendix 4. Flashcards or pieces of paper with the names of the animals on the top, prepared at home.

**Instructions:** “As you go into the zoo the first thing you see are the seals in the round cage in front of you. The monkeys are in the cage on your right and the hippos are on the left, in the cage with the water pool. Next to the monkeys are the giraffes and next to the hippos are the elephants. Walk past the elephants to the back of the zoo. In the left-hand corner are the tigers. The lions are in the middle cage and the bears are on the right opposite the penguins. Turn right and walk past the seals, between the bears and the penguins. Opposite you are the parrots on the left, next to the Exit, and the ostriches are on the right.” (Grey AN/02)

**Stages:**

**Stage 1 (Introduction):** Welcome the learners and ask them if they like to go to the ZOO and like the animals there. Ask if there is a ZOO in Brno and if they have ever visited it. Wait for the answers and finally tell them that today you will create an imaginary ZOO.

**Stage 2 (Pre–activity):** Use the flashcards you prepared at home (they could be just pieces of paper with the name of the animal on the top of each one). Ask students to repeat the name of the animal after you and ask for the Czech equivalent. Then ask them which of the animals they like the most and why. You can give them an example yourself. For instance: *My favourite animals are tigers because they are very fast and dangerous and they are also very beautiful.*

**Stage 3 (Explanation):** Tell to the learners that they will receive a map of the ZOO with empty cages. They will have to put all the animals into the cages but not anyhow. They will hear the instructions where each of the animals is collocated and they will have to write its name in to the correct cage. Tell them
that you will read the instructions more than once so they do not have to worry if they do not understand everything at the beginning.

Stage 4 (Activity): Distribute the worksheets. Every child should get one. Then tell them you are going to read the instructions and start reading. Read slowly especially through the complicated parts. Read the instructions various times and check on the learners. If you see that they are making the same mistake read again the part that they get wrong and focus on the instruction in the text. If they do not understand ask them what a particular sentence or phrase means. After you have finished let learners to compare the worksheets with each other and possibly find some divergences. Discuss those in the group.

Stage 5 (Post–activity): After you make sure everyone got the same plan of the zoo, with all of the animals collocated in correct cages, ask one student to choose an animal. Then tell to the student to describe the way to the cage from the entrance. The rest of the group is trying to follow the instruction and guess the name of the animal. Then another student can do the same. You can go on with this activity with all the learners or just some, depending on time. If you have weaker learners you should do the first one yourself to demonstrate the activity to the learners.

Stage 6 (Recapitulation): Ask students once again which animals are there in the zoo. You can ask them which ones are missing, or if they would somehow change the order of the cages and why. If you have more time you can let children to colour the flashcards with the pictures of the animals.

Table 4. Lesson plan of activity 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| Stage 1 (3 minutes) | T introduces the topic to the Ss and asks them about animals and the zoo.             | Ss discuss with the T about animals they like. | T->S
|               |                                                                                      | S->T                  |             |
| Stage 2 (5 minutes) | T repeats the names of the animals with Ss and then asks questions.                    | Ss revise their vocabulary with the T and answer to his/her questions. | T->S
<p>|               |                                                                                      | S-&gt;T                  |             |</p>
<table>
<thead>
<tr>
<th>Stage 3 (2 minutes)</th>
<th>T explains the activity to the Ss</th>
<th>Ss listen to the explanation of the T.</th>
<th>T-&gt;S</th>
</tr>
</thead>
</table>
| Stage 4 (15 minutes) | T reads the instructions to the Ss various times. If necessary he repeats or explains the difficult parts. | Ss listen to the instructions and write into the plan names of the animals. Then they compare their plans. | T->S  
S->S |
| Stage 5 (10 minutes) | T demonstrates the activity to the Ss. Then T chooses some students to do the same. | Ss follow the instructions and try to guess the animal. | T->S  
S->S |
| Stage 6 (5 minutes) | T asks Ss about the animals in the zoo and the ones that are missing there. | Ss recapitulate together with the T and answer his/her questions. Then they can colour the cards. | T->S  
S->T |

**Description:** Most of the children like animals and when you mention zoo to them they are usually very positive about it and happy to answer your question, since usually every child has a favourite animal and is happy to talk about it. The activity is not very demanding and it can be connected with drawing and painting depending on the teacher. The activity focuses on the listening which is important and not many activities nowadays train listening skills of the students, which is a big plus. Moreover, it can also train reading skills with the pupils. With a little change other students may be allowed to read the instructions or repeat after the teacher, depending on the students. Weaker students can find at least some of the animals since the instructions are very easy at the beginning and get a bit more difficult at the end. The flash cards can help to all of the students to learn the names of the animals and also to remember the spelling. It can be connected with drawing the animal and having a visual picture of it always helps. It that all is done by children it is even better. The flash cards with the drawings can be then used for other activities and it can encourage students to be more creative and be less afraid of English language. As a negative point I would mention the small interactivity between the students. Most of the activity is basically performed by the teacher. This could be changed by letting some stronger
learners to read the instruction or dividing children into the groups. Learners could also do the same with the flashcards or pantomime and try to guess the animal. This could be performed within each group or pair.

**Reflection on a performed activity:** This activity was very successful and it seems it was mostly because of the topic. The learners in the group love animals and enjoy going to the zoo and so they were very happy they were told that the activity was connected to it. They knew almost all the animals and the ones they did not know they were eager to learn. They were describing their favourite ones with joy and no one hesitated with their answer. This is very positive and motivating, especially with the weaker learners. The instructions were quite easy from the beginning but then became more difficult and many children were struggling with them. Text was repeated the many times and also the vocabulary was explained but some of the children just did not get it right. The positive feedback from children was also about drawing the animals on the flash cards, which they enjoyed very much. It lets them to use their creativity and approach the topic without restraint, which is always positive for the language class.

Doing this activity next time, I would definitely pre-teach some vocabulary and also prepare at home more simple instructions. Then other stronger students could be used to read the instructions and train their reading skills. I would also consider for the next time to let children to work in small groups. For instance the weaker ones could work with a stronger classmate who would help them with the plan, since some of the learners are too slow and had problem to finish the worksheet whereas the stronger ones completed it very fast. This could be also solved by preparing an additional activity for the stronger learners as a follow up and let more time to the weaker ones to finish the activity.

This activity is generally very enriching and I would definitely use it again with other students. The positive side is that is very easily adaptable to the different levels of learners. The only necessary adjustment is to change the instructions to more difficult or easier ones depending on the level of the learners. This activity also seems suitable to all the ages since “animals” is a very general topic which almost everyone enjoys and which is also very adaptable to different games, dialogues and exercises.
ACTIVITY 4

Name: “Christmassy join the dots”

Time for the activity: 35 mins.

Lesson aims: training prepositional forms, Christmas vocabulary

Teaching aids and materials: The worksheets prepared at home (see appendix 5 and 6) and a questionnaire (see appendix 7).

Stages:

Stage 1 (Introduction): Welcome the children in your class ask them how they are and what they have just been doing. Then slowly follow up with the introduction to the activity “Christmassy join the dots”

Stage 2 (Explanation): Give to every learner a piece of paper and ask them if they know the classic game “join the dots”. After getting an affirmative answer explain to them that this is not a typical join the dots worksheet, because not all of the dots will create a picture. Emphasize that just some numbers are creating the picture and the others are redundant. To know which numbers are the correct ones they will need to answer the questions you will give them correctly. To let it even clearer do the first two questions all together. Let them find out that they have different pictures.

Stage 3 (Activity): Read the question out loud and give to students some time to think about the answer. After a while give them to choose from the three options. It’s important that you read the options with the correct number. Repeat the options and numbers at least two times.

Stage 4 (Pictures): Check the worksheets of the children. It’s possible that not all of them will have a clear picture. Ask them to discuss in pairs what is on their pictures. Even though it is not clear maybe they can guess it

Stage 5 (Correct answers): Go back to the answers from the questions. Read each question out loud again and elicit the correct answer among the learners. After that confirm it and give the right number and the preposition (answer). Go through the all the questions until everyone is able to recognize their picture. If necessary explain the usage of the prepositions.
Stage 6 (Final activity): Begin the conversation about the Christmas. Ask learners if they are looking forward, what they like the most about it, what presents they wish to find under the Christmas tree, etc.

Table 5_ Lesson plan of activity 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>T welcomes Ss in the classroom, asks them how they are.</td>
<td>Ss listen to the teacher and respond to his questions all together.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(3 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 2</td>
<td>T gives to students the worksheets and explains the activity</td>
<td>Each S receives a piece of paper. They can look at it but still listen to the T</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 3</td>
<td>T reads the questions and gives three options to each of them. T is reading slowly and clearly, repeating every question and answers at least twice.</td>
<td>Ss listen to the T and think about the correct answer. Ss don’t discuss the answers between themselves.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(15 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>T checks the results of the Ss.</td>
<td>Ss check the results with a partner. They try to guess what is in the picture.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(2 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 5</td>
<td>T reads the questions again and let Ss to give him the correct answer. T reveals the correct answers after all.</td>
<td>Ss listen to the questions again and try to give the correct answer to the T. If they have an incorrect number in their picture, they can repair it</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 6</td>
<td>T begins the conversation about the Christmas</td>
<td>Ss actively take part in the conversation.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
</tbody>
</table>

**Description:** This activity was created by me from the first idea until the performance of it in the classroom. The positive side of the activity is that is different and creative and not what you normally expect. That creates the curiosity and the desire to play. It also reveals something at the end which is another stimulating factor not only for the children. This game may be performed with children as well as with the adults just the questions should be different.
The aim of the activity is to practise the prepositional forms. All the questions give space to think about the correct preposition. Since there are almost no rules in using prepositional forms, which work in a very different way in every language, it is a big advantage of this activity that allows the students to experience the prepositions in the sentence. It can be used for different levels and in different sizes of the groups which do not have to be limited by the number of the students, their age or anything else. This activity is a bit more passive, students do not need to speak much or produce almost any output. They work on their own so the interaction is not necessary. This kind of activity can be either combined with another one which is more interactive, or, as suggested in the lesson plan, followed up with a conversation about the Christmas.

The disadvantage of this game is that it can be used only once with the same group of students. If the questions and pictures are changed it can be used various times, but this preparation is rather long and time consuming. It is also important to explain the rules properly and demonstrate them.

**Reflection on a performed activity:** Most of the children were really pleased with this activity because it was something new and they got to do something with their hands. The questions were appropriate and during the Christmas time they could enjoy the atmosphere of the game. The same activity could be used also with adults and basically with any age group. However, there were some children that were not so enthusiastic about this game. The reason is that it was either too easy or too difficult for them. Since the classroom is very inhomogeneous it may happen that some children will have difficulties to understand the rules and they will not be able to answer correctly and get the Christmas picture. Other children may realize what is on the picture after a very few correct answers and then be bored and not to pay attention to the prepositions. Both situations may be discouraging and make the activity tedious. Next time it would be better to suggest to children first to circle the correct numbers and after I make sure that everyone got it right tell them to join them.

I was also struggling a bit with the explanation, which was not prepared properly in advance and it was more difficult than I thought. Most of the learners did not understand the rules and the way they were supposed to join the dots. In one of the groups with weaker learners we had to go through all the activity together step by step. Next time, I would know that the demonstration is very important and that it has to be absolutely clear, what are the stages of the activity.
**ACTIVITY 5**

**Name:** “Where are the mice?”

**Time for the activity:** 30 mins.

**Lesson aims:** training the writing skills, prepositions of space, objects and furniture, existential sentences: there is/are

**Teaching aids and materials:** A photocopiable worksheet (Granger, *Play games with English* 1, 25), one photocopy for each student (see appendix 8) and a soft toy- mouse.

**Stages:**

**Stage 1 (Introduction):** Welcome the learners in the classroom and show them the soft toy mouse. Tell them they can pass it around the circle. Ask them who likes mice and where they can live. Ask them if they ever had mice in their house and if they like them. Ask what they like to eat.

**Stage 2 (Pre–activity):** *Is there a mouse in the classroom?* Take the toy mouse and locate it in different places around the classroom. Ask learners about it. Elicit the grammatically correct answers with the correct usage of prepositional forms. For example: *There is a mouse on the chair. There is a mouse next to the window.* Etc. Force the learners to use the existential sentence. You can also ask: *Is there a mouse under the chair?* to get the answer: *No, there is a mouse on the chair.* And so on.

**Stage 3 (Vocabulary training):** Ask students about the different places in the kitchen. You can say the word in Czech and ask them to translate it or you can also describe the object in English. Another possibility is to use a pantomime or draw the objects on the board. Make sure that the learners understand the meanings of all the words in the table of the photocopiable worksheet.

**Stage 4 (Explanation):** Show to the learners the picture of the kitchen with mice and tell them that they will have to find all of the mice and write down where they are. They should do it as fast as possible and use the words from the table under the picture. Point out the structure of the sentences and write a model sentence on a board. Tell to the students that they should be careful with the prepositions and use them correctly. They will get a point for each correct sentence. They will have five minutes to write as many sentences as they can. They should try to focus on different positions of the mice and try to write down sentences that no one else will have.
Stage 5 (Activity): Distribute the worksheets to the students and let them know that they have exactly 5 minutes to write as many sentences as possible. If you see is not enough time, give them a minute or two more but don’t tell them anything. Walk around the circle and if you see a mistake in someone’s worksheet warn them silently pointing on the sentence. Make sure that children work independently. After five minutes tell them to stop writing and check their answers with their neighbour. They can count how many identical and different sentences they have.

Stage 6 (Recapitulation): Ask some of the children to tell you the sentences they wrote. Then ask about any other sentences the learners wrote. If there is any incorrect, explain the mistake and give the correct answer. You can make a competition and tell to the ones with the most correct sentences that they won the mouse race. If you have more time you can let learners to colour the worksheets.

Table 6_ Lesson plan of activity 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>T welcomes Ss in the classroom and asks them different questions about mice.</td>
<td>Ss listen to the T and respond to T's questions</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>T asks Ss questions to elicit the prepositional forms and also to train the existential sentences.</td>
<td>Ss answer the T's questions focusing on accuracy of their answers.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>(6 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 3</td>
<td>T asks Ss about different objects in the kitchen.</td>
<td>Ss answer the T’s questions. If they don’t know the words they write it down to the notebook.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>T shows the picture to the Ss and explains them what they are supposed to do.</td>
<td>Ss listen to the T's explanation.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 5</td>
<td>T distributes the worksheets and let Ss work individually. T checks just the correctness of the Ss sentences.</td>
<td>Ss look at the picture and try to remember as many details as possible. Then they take the worksheet and work</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>(7 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Stage 6  
(5 minutes) | T revises the sentences Ss wrote. | Ss read out loud their sentences and correct their mistakes. Then they can colour the worksheets. | T->S  
S->T |

**Description:** This activity, however tedious it may look, is actually quite amusing. Of course, it depends a lot on the teacher how he can manage to motivate his learners. Mouse is an animal usually favoured among children and almost everyone finds entertaining the idea of many mice in the kitchen hidden in the most secret places waiting to steal a piece of cheese or scare the housemaid. This game can be easily compared to the popular Tom and Jerry cartoon loved by all the children. The real soft toy mouse or a picture of Jerry would be a very positive input at the beginning of the activity to start children’s imagination. The activity, except for the prepositions, focuses also on the existential sentences and helps to train the kitchen vocabulary and combines it all together. It trains speaking as well as writing and the repetition is a very positive element, because children really see, hear, write, and pronounce all of the prepositions many times. They can be also creative and think how to describe different positions of the mice and try to find sentences that no one else will have. The negative point of this activity may be that it can become tedious after one point, because the sentences are quite alike and learners have to write them many times.

**Reflection on a performed activity:** The activity was one of the very nice ones, which was surprising because the worksheet did not look very fascinating at the first look. Children really liked the idea of the mouse in the kitchen and they were laughing at different locations they also liked the expression on the face of the lady entering the kitchen. Another positive thing is that children learnt a lot of new vocabulary and also trained the prepositions of space. We were doing this activity in pairs and so there was always just one learner writing. Next time I would maybe let the children work alone so everyone can train writing. Another possibility would be to tell them that each of them will write down at least 5 sentences so they can still be helping to each other but they will also have to train their skills. Next time it could be also very amusing to prepare a short scene with the children where a lady would find mice in different places, as the following activity. Using this activity also the vocabulary could be train. On the small pieces of paper there could be written where exactly will the mouse be and their task would be to act the scene. This way they would train also the prepositions.
ACTIVITY 6

Name: “Who has more cards?”

Time for the activity: 40 mins.

Lesson aims: training the writing skills, prepositions of space, time, common prepositional phrases (on foot, in cash, at night), vocabulary of means of transport, payments, times of the day, holidays.

Teaching aids and materials: A couple of questions prepared at home (Where did she leave her keys? When did he visit you? How did you get to school?), A lot of small pieces of paper (half the size of A6 or smaller) approximately 10 pieces per learner, but it is always good to have some more. (Inspired by: Obee 86)

Stages:

Stage 1 (Introduction): Welcome the learners and tell them today they will play a card game where one team will win. Tell them that if they win or lose will depend just on them and the cards that they will create soon.

Stage 2 (Pre–activity1: Vocabulary): First ask learners about the different means of transport they know. You can go beyond the borders of classical means and mention also things like a submarine, space rocket, airship, bulldozer or ice-breaker. Then you can ask about different periods in year, months, holidays, and later about times in day. After that, ask about different places in the flat or the classroom. At this point do not focus on the prepositions just elicit as many answers as possible.

Stage 3 (Pre-activity2: Prepositions): Having finished the previous activity, there is time to train some basic preposition with your learners. Chose some of the means of transport, times of the year or day and elicit the correct preposition. Pay attention to the accuracy and carefully correct all the wrong answers.

Stage 4 (Explanation): Divide students into smaller buzz groups (3-5 learners) and tell them they are going to compete as a team. Show them the blank pieces of paper and tell them that those are the cards, but they have no value. They can only have value if there is written a correct prepositional phrase on them. Explain them that first they will create their cards and then they will use them to beat other teams. The prepositional phrases on the cards have to be absolutely correct and be the answer on your
question. Then tell to the teams the question (e.g. “When did he visit you?”) and let them to write as many answers as possible. Emphasize that the answers have to be without any mistake- grammatical or lexical. After that you can give them another one or two answers and more time. That depends on the time you want to spend playing the game.

**Stage 5 (Activity: writing):** Children sit together in the buzz groups and work on their own trying to produce as many prepositional forms as possible. You are there to control them and also to offer them the support if necessary. You can give them a notice about a common mistake they are writing down if you notice anything.

**Stage 6 (Activity: competition):** After children have created the cards tell them that the game starts. Tell to each team to turn one of the answers and put it in the middle. If they are all correct ask for another answer. If there is some incorrect the team who put it has to throw it away and put another card that is correct. Continue like this until the teams run short of the cards. The team that put the last correct card wins the round. You can make more rounds, each one with a different question and focus.

**Stage 7 (Recapitulation):** Congratulate to the winning team (if there is one) and praise everyone for their endeavour. Repeat the common mistakes they were doing and ask them again about some answers to your questions. You can also discuss which of the questions was the most difficult and tricky for them and why.

**Table 7_ Lesson plan of activity 6**

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher's activities</th>
<th>Student's activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>T introduces the activity to the Ss.</td>
<td>Ss listen to the T.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(3 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>T ask Ss about different means of transport, periods of the year, times of the day</td>
<td>Ss think about different means of transport, holidays, days, months etc. and give the response.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(7 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 3</td>
<td>T asks Ss questions to elicit the correct prepositional</td>
<td>Ss answer the T’s questions focusing on</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
</tbody>
</table>
### Description:
This activity brings a lot of joy and a bit of competition as well. It can be led in different directions according to the needs and character of your learners. It can be made very competitive or more relaxing, but still amusing. A very positive point is that you can train with your learners all the prepositions you want, it just depend on the questions you ask. Therefore if there is the necessity to focus on the prepositions of space, the questions as: *Where did you go yesterday? Where did she leave her bag?* etc. would be appropriate. The questions like: *When did they arrive? At what time did you come home? When are you going to visit your grandparents?* focus rather on the preposition of time. Like this the exact type of questions can be prepared in order to elicit the concrete type of the prepositional construction. Moreover, writing and work in groups is trained as well. The activity may be exciting or calm but it will not become boring. The negative aspect is that the learners do not train the speaking so much and do not use the prepositional constructions in the sentences but rather separately.

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>T explains the activity to the Ss, divides them into the groups offers his/her support if necessary.</th>
<th>Ls listen to the T's explanation and sit together in the groups.</th>
<th>Stage 5</th>
<th>T lets and let Ss work in groups on the question he assigned them.</th>
<th>Ss take the pieces of paper and in the groups write down the answers using the correct prepositional phrases, writing as many options as possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 6</td>
<td>T lets Ss to reveal their answers one by one. He decides which ones are correct and which ones not.</td>
<td>Ss show their cards to the other teams one by one.</td>
<td>Stage 7</td>
<td>T the prepositional phrases once again.</td>
<td>Ss revise the prepositions with the T and ask anything that is not clear.</td>
</tr>
</tbody>
</table>
Reflection on a performed activity: This activity was very successful in the classroom because the children always like a little bit of a competition. They were very eager to play and they were trying their best to produce as many cards as possible. In this game they also learned a lot because we came across many different prepositional constructions and since they were repeated a lot during the game (all the groups had very similar answers) they learned some of them very well. This repetition showed as very useful later when we revised the prepositional constructions they remembered. A very positive point is that not only we learned a lot of grammar during the activity but the learners also realized something important about working in groups, discussing and supporting one another, which is very important for their further studies and lives. And while they were correcting one another and discussing which card to use and which not they also realized about the prepositional constructions and had to think if it is correct or and if not correct it. The stronger pupils in the team were therefore not bored, since they had to control the weaker ones and spot the possible mistakes. This all was happening very naturally and spontaneously and it was a big surprise to watch. I would recommend this activity to every teacher and to every age group.

As for the negative side of the activity, the only problem I found was that the children were repeating many times the same type of answer i.e. on Monday, on Tuesday, on Wednesday, etc. and the rules had to be changed during the activity. For the next time it would be better to tell to the learners from the beginning that they can use maximum 3 days of the week and 3 months of the year, so their answers would not be all the same. It is very good to think about the possible answers of the children and give them some limits from the very beginning, since they can be very clever and write many simple repetitive answers avoiding the more difficult ones.
ACTIVITY 7

Name: “Find the 10 differences”

Time for the activity: 30 mins.

Lesson aims: training the speaking skills, prepositions of space, objects and furniture, syntactic construction: there is/are

Teaching aids and materials: A photocopiable worksheet: one photocopy for two learners. See appendix 7. (Nixon, Tomlinson 71)

Stages:

Stage 1 (Introduction): Welcome the learners and ask them how they let their rooms in the morning. Ask them if they let them tidy or untidy, if they made their beds and cleaned their desks. Tell them to speak to the person next to them about it and then elicit some answers. Then ask them what they have in their rooms. Ask about the furniture, objects and clothes. Explain some new vocabulary if necessary.

Stage 2 (Pre-activity): This activity is aimed on the correct construction of the questions. Ask students questions about the classroom, for instance: Is there a board in the classroom? Where is it? Is there a book on the desk? Is there a curtain on the window? Give one question to each learner and require the accurate answers. Write one model question and answer on the board. If you see that some learners struggle give them another question and help them to understand it.

Stage 3 (Explanation): Divide learners in pairs. Tell them that each of them will get a picture of a room with some objects in it. They cannot show their picture to their partner, they can just describe it verbally. They have to find 10 differences in their pictures. They should use the model question on the board. They can use a pen to mark it in the worksheet. You can still revise some vocabulary if you feel it is necessary. Tell them to be precise with the prepositions they use, because it can completely change the meaning. Repeat again that they are not supposed to show the picture to anyone else.

Stage 4 (Activity): Distribute the pictures and make clear everyone knows what to do. Then just be an observer and interfere just when necessary. Let children to discuss the differences. You can spend some time with each pair and correct the mistakes they do. Give them a time limit to find mistakes.
Stage 5 (Recapitulation): After the time for the activity had finished ask students to count the differences they found. After that, allow them to show the pictures to each other. Ask them how many differences they found. Then ask learners about each object in the room and focus on the correct preposition. Finally you can ask them if their room at home is tidy like the one in picture A or rather untidy like the other one in picture B.

Table 8_ Lesson plan of activity 7

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>T starts the discussion about the rooms. T invites Ss to talk in pairs and then back to him/her.</td>
<td>Ss listen to the teacher and respond to T’s answers. Then work in pairs.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S-&gt;S</td>
</tr>
<tr>
<td>Stage 2</td>
<td>T asks Ss questions about the classroom and Ss writes a model sentence on the board.</td>
<td>Ss respond to T’s question. They intent to do it with accuracy.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(7 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 3</td>
<td>T explains the activity to the Ss.</td>
<td>Ss listen to the T.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(3 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>T distributes the worksheets and let Ss working in pairs. T becomes involved just when necessary</td>
<td>Ss work in pairs; they try to find 10 differences in their pictures.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(10 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;S</td>
</tr>
<tr>
<td>Stage 5</td>
<td>T recapitulates the activity and asks Ss about the differences they found.</td>
<td>Ss revise the activity with the T. They answer to the questions.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
</tbody>
</table>

Description: This activity is quite simple and with a proper explanation even the weaker students will be able to perform it without any problems. Another positive side of this activity is that students work in pairs and teacher interfere minimally so the students afraid or ashamed to speak in front of the group may feel more relaxed and safe. After revising the vocabulary and the model sentences they have no other obstacles and do not have to be afraid of making many mistakes. This game also wakes up the curiosity in children because they want to know the differences. At the beginning it may seem a bit
boring but the revelation of the first difference will motivate them and push them to ask more things as well as them knowing that there are exactly 10 differences. The students practise in every sentence a preposition of space and they are forced to think which one to use since they are very well aware that the wrong preposition would cause a mistake in the picture. On the other hand, the teacher must really make sure that the learners will not show the pictures to each other in a difficult moment, which can be quite demanding.

**Reflection on a performed activity:** This was quite an enjoyable activity. Children got very motivated by knowing there were ten differences and they were very eager to find them. I was not expecting them to have such a good time with it. The fact that we were comparing the pictures to their rooms and they were asked about them was really important, because this very simple activity was immediately connected with the reality, which made it more enjoyable for the children. It is also very nice that in this game, children do not have to compete. On the contrary, they are helping each other to get the goal. The discussion after performing the activity was also fairly rich and it was difficult to stop it. The children were talking about their rooms and how tidy they are and after some time it becomes very funny since some of the children admitted that they are not very tidy. Thanks to this fact we revised the vocabulary again because they were saying how they let their rooms in the morning and what was left where. However, next time bigger focus on the vocabulary and accuracy at the beginning would be more appropriate, because it is very important in this activity and I do not think I completed it entirely. It happened various times that children were asking about different objects in the picture we had not mentioned. I was very focused on a game itself and on the accuracy of the questions rather than the vocabulary which is also crucial and should not be forgotten.
**ACTIVITY 8**

**Name:** “Zuzi says…”

**Time for the activity:** 25 mins.

**Lesson aims:** training the listening skills, prepositions of space and quick reactions

**Teaching aids and materials:** The list of orders prepared at home, camera. See appendix 10 and 11.

**Stages:**

**Stage 1 (Introduction):** Welcome children in your classroom and tell them today they will have to use their muscles in English and move around a lot.

**Stage 2 (Pre-activity):** Repeat the basic prepositions of space with the learners. Take a chair. Put yourself behind the chair and ask them: “Where I am?” Elicit the answer: “Behind the chair.” Then go on moving around the chair and always try to elicit the correct answer.

**Stage 3 (Explanation):** Explain to learners that this game is very similar to the one “Simon says…” which everybody knows, yet it is a bit different. They will simply have to do everything what you say immediately, that is why the name of the game is “Zuzi says…” Choose one learner and give him some very simple orders that he will have to perform to demonstrate the activity.

**Stage 4 (Activity):** Take the orders prepared at home. Start with the easy ones. (Sit down. Stand up. Stand on the right of your desk. Put your left hand on the person in front of you.) Then go on with the more difficult ones. (Stand behind someone that is taller than you. Stand between two classmates that have lighter hair than you. Put your hands above someone’s head.) Finish with the diverting ones. (Open your bag. Put your head into your bag. Stand on your desk. Jump down. Put your right leg behind your head.)

**Stage 5 (Recapitulation):** Calm pupils down, tell them to sit down on their places and ask them about different prepositions they’ve just heard during the game. You can also ask them what was the most difficult of funny order.
Table 9_ Lesson plan of activity 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>T welcomes Ss in the classroom and gives them hints about the activity.</td>
<td>Ss listen to the teacher.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(3 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>T revises the prepositions of space with the Ss.</td>
<td>Ss respond to the T’s questions.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(2 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 3</td>
<td>T explains and demonstrates the activity to the Ss.</td>
<td>Ss listen to the T watch the demonstration.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(2 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>T gives orders to the Ss and controls if they understand what to do.</td>
<td>Ss listen to the orders and react immediately.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(13 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
<tr>
<td>Stage 5</td>
<td>T calms Ss down and recapitulates the prepositions with them.</td>
<td>Ss sit down and answer to the T’s questions.</td>
<td>T-&gt;S</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td></td>
<td>S-&gt;T</td>
</tr>
</tbody>
</table>

Description: The idea of this activity came from a similar activity “Simon says...” which is generally known between the children and they usually like it. In this game even the slower students can take place and enjoy. It is just about the listening and it is connected with the movement which is always very welcomed in the classrooms with children. The stronger learners react very fast, the weaker ones sometimes need to figure out what is happening. Sometimes they are not sure about what they are supposed to do but when they look around they get the idea almost immediately. This activity is also very good for the dyslexic students who need to experience the words and also for the hyperactive pupils who can learn and vent the excess energy. The activity can be as well done with adults however it would be appropriate to adapt it to their physical abilities and maybe leave out some orders that may seem childish or foolish and add other ones more suitable for the particular age group. Altogether the activity is very enjoyable, relaxing and optimistic and most of the learners enjoy it.
The only disadvantage is that if there is a bigger group of very energetic learners, teacher must be very careful performing this activity, since it can get very wild. He should also think about the classroom possibilities, appropriateness and safety of the pupils, which should not be undermined.

**Reflection on a performed activity:** This was one of the best activities performed with the pupils and also my favourite one. Children loved it and did not want to stop playing. They were enjoying a lot, in some moments maybe too much and they had to be calmed down many times but overall it was an amazing game and every teacher should try to implement it in their classes. This activity could be performed also with adults, of course, with a slight change in orders more suitable for the age group. This activity was the only one where the learners could actually move their bodies and do something physical, which is very enriching mostly for the bodily- kinaesthetic learners. However, for the other types of learners is also very refreshing to move a bit and refresh their bodies after some hours of sitting in the classroom, which is especially important for the younger learners who need to move. After this activity they could be more calm and focused on more psychically demanding exercises.

On the other hand, the teacher has to have the classroom perfectly under the control and has to be able to react fast and calm students down when they get too wild. In other case there might be problems or even injuries. Although I did not have any problems myself, I would recommend to everyone performing this game with children, to be careful with orders as: “Stand on your desks!” and “Jump down!” and make sure that nothing can happen. If it is not safe for the children then it is better not to perform these orders or change them into something similar like: “Step with your right foot on your chair!” and etc.
ACTIVITY 9

Name: “Picture dictation”

Time for the activity: 40 mins.

Lesson aims: training prepositions of place, new vocabulary (farm animals, aliens, parts of the body, parts of the spaceship, nature, landscape), plurals, giving precise information, focusing on accuracy, training speaking and listening skills, understanding, developing the motor skills, describing feelings and art

Teaching aids and materials: A photocopiable page cut in two pieces, each piece for one learner. See appendix 12.

Stages:

Stage 1 (Introduction): Tell the students that in today’s class they will see how hard the job of a painter is. Ask them about their favourite painters. Wait for the responses and then ask them which work they like from the particular painter and why. They can also describe the painting or tell some interesting details about the life of the artist. Tell them that today they will become Picassos or other famous painters (they can choose).

Stage 2 (Pre-activity): Divide learners into the pairs or couples of three. Tell them to ask each other which work they like from a particular painter and why. They can also describe the painting or tell some interesting details about the life of the artist. You can give them an example (I like Picasso, because he was one of the best painters ever and had also a very special style called cubism. My favourite painting is Guernica which is a painting of the town in Basque country).

Stage 3 (Explanation): Tell the learners that they are going to become artists themselves right now. Divide them into pairs and tell them that one of them will be the artist and the other one his helper. Then they will exchange the roles. Tell them that their task is to provide the copy of a picture and they should try to make it as similar as possible to the original. Ask the “artists” to take a piece of paper (A4) and fold it in half. They will draw on the bottom half everything that their helpers will tell them. Then take the bottom half of the picture and give one to the each of the helpers. Tell them not to show the picture to anyone else and definitely not to their partner- artist. You can make a demonstration, take the picture and explain one detail to the artists. (There is an alien in the right down corner.) Emphasize that it is
very important to pay attention to the correct preposition if not the picture will not be the same. Make sure everyone knows what their task is and let children working. If necessary provide the support.

Stage 4 (Activity): Give to learners the time limit (5-10 minutes) and let them work independently. If they need any help be there to advise them. You can walk around and try to support weaker learners by pointing out the important parts from the drawing. If the better learners finish earlier, tell them to focus on details in the picture and continue drawing. Find some imperfections in their pictures and tell them to correct it. Before the end of the time limit let them know that they should go finishing the picture. After they finish drawing put all the pictures on the ground in the middle of the circle so that everyone can see them. Let the children check all the pictures and after that show them the original one. You can comment on different styles of drawing of different artists. After that, continue in the same way with the other half of the picture. The children that were describing will now draw on the upper half of the paper and vice versa.

Stage 5 (Post–activity): Take the pictures from the ground and show the pictures to the learners one by one and tell them that although they are all the same, they produce different feelings in us. Show them the first picture and ask them to tell you all the words they come into their mind, for instance: funny, amusing, yellow, sunny, optimistic, etc. Try to elicit as many different words as possible. Then choose one word to represent that particular picture and choose another one. This way go through all of the pictures and give a name to each of them. Show to the learners the aim of the painters: to give you a picture of something you know and make you feel in some particular way. Congratulate them and tell them that every one of them achieved that similar to Picasso or other painters.

Stage 6 (Recapitulation): Ask students which prepositional forms they had to use when describing the picture. Ask them what was the most complicated for them and why.

Table 10_ Lesson plan of activity 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s activities</th>
<th>Student’s activities</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| Stage 1      | T elicits a few answers about the famous artists and their works. | Ss shortly respond about their favourite painters and paintings. | T->S  
| (5 minutes)  |                                           |                                             | S->T         |
| Stage 2 (5 minutes) | T assigns to Ss work in pairs and provides the support from outside. | Ss discuss in pairs the painters and the details of their lives and work. | T->S  
S->S |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Stage 3 (3 minutes)</td>
<td>T explains the activity to the Ss</td>
<td>Ss listen to the explanation of the activity and follow the instructions.</td>
<td>T-&gt;S</td>
</tr>
</tbody>
</table>
| Stage 4 (20 minutes) | T assigns the work in pairs and lets Ss to work independently. | Ss work in pairs on the activity. After the assigned time they change the roles. | T->S  
S->S |
| Stage 5 (5 minutes) | T shows the pictures to all the students and elicits from Ss the feelings they produce in them. | Ss try to think of different adjectives connected to the pictures. | T->S  
S->T |
| Stage 6 (2 minutes) | T revises the activity and asks about the prepositions and problematic points. | Ss revise the activity and the prepositions together with the T. | T->S  
S->T |

**Description:** This activity, however simple it looks at the first point of view, is actually quite demanding. Children need to work on their own, they have to be able to describe the picture in a detail, correct the mistakes of their partner and lead him/her to produce a very similar copy of the picture. The role of helper is actually more important that the role of the artist, however it does not look like that. The helpers have to independently lead their partners, be able to express themselves precisely and explain to the detail what they see. The very positive point is that they have an immediate feedback from their partners- the artists, since they can see what the artists are drawing and if it is correct. If it is not they have to react right away and provide the partner with more support. This way they learn a lot not only about the importance of the prepositions but in general about the importance of the choice of words and the language. They will learn that we all see things differently and it is very important to accept that. On the other hand, the “artists” will have to give all the responsibility to their partners. They will have to learn to trust them and follow their instructions. They will have to listen very carefully and try to imagine...
what their partners see. It will strengthen not only their listening skills but also show them how important is the work in group and how difficult is to trust someone and follow their instructions. I think this game is very educational in many ways and it gives a space to everyone to express themselves. Weaker and stronger learners can work together and provide support one to another. The activity teaches children to work with a partner and rely on each other, which also fortify the relationships within the classroom. The activity is also very funny, since not all of the children are good at drawing. The negative point is that it can be a bit too demanding for very weak learners and they can be a bit lost in the role of the helper. Moreover there is no one to help them because their partner cannot see the picture. In this case the teacher should provide enough support and help these learners.

**Reflection on a performed activity:** This was a very nice and sophisticated activity. It looks very easy and all of the children were happy when I introduced it but they soon realized that it was more difficult than it looked. The instructions were very clear everyone kind of knew what was going to happen. I find very positive the partner work of the children. They really created functional pairs and supported themselves as much as they could. I think it also helped them to realize the importance of the group work and the way to do it. At the beginning they struggled a lot with this part because the one that was explaining could not understand that the other one is drawing something else that he/she imagined. They soon realized that they had to be very explicit and precise in their description and started to pay attention to the prepositional constructions and the specific vocabulary. This is a very positive aspect in the process of learning. Moreover, the children learned very well the vocabulary and prepositions they used while describing the picture, since they had to be explaining it to someone else. It became very clear because they had to think how to explain it in the best way to their partner.

On the other hand, it seems I did not focus enough on the vocabulary before starting the activity because there were many questions from the students about different details from the picture. Some of them were asking about aerial, belt, udder etc. and I did not think about this vocabulary before the activity itself. Another negative aspect of the activity is that the first group of “helpers” had bigger disadvantage because they were the first ones to explain and they did not have any experience with this so it was messier and the result was not as good as with the second group- the children that were first the “artists”. They could understand better the problems they came across when they were drawing the picture and realize they had to be very explicit. The second round of pictures was therefore, quite better.

For the next time, it would be perhaps better to start with a demonstration where all the children would be “artists” and I would be the one describing the picture. This way they could experience the role of the
listener and afterwards be clearer in their descriptions. Also the second stage where the discussion with children about art took part could be left out. They did not really know much about art and artists and it was difficult for me to discuss with them about this topic. Other possibility would be to bring 3-5 pictures of famous paintings from different artists and ask children if they know the painting or the artist. Then each pair would get one of the pictures and they would discuss the people, objects, mood or colours in the painting. Like that they could also train the prepositional forms without even realizing it.

8.1. Conclusion of the activities

The activities performed in Montessori primary school in Brno were all focused on training the prepositional forms. The main aim was to show to children that they can learn and have fun at the same time, which was successfully done. Moreover, not only prepositions were trained but also other phenomena as listening, writing, grammar at the same time, which is a big plus. The use of the pre- and post-activities is also very important since it helps to student to connect the activity to the real life and allow them to enjoy rather that only focus on grammar and not making mistake. Many times the children did not even realize they were practising prepositions. Instead of that, they just followed the game and learned unconsciously which is amazing and helpful for them. I think all of these activities can be used to teach prepositions to children and most of them also to adults, of course, with slight modifications. The activities in which, I believe, children learned the most about prepositional constructions were “Prepositional voting”, “Where are the mice”, “Who has more cards”. The most enjoyable activities were definitely “Zuzi says...” and “Picture dictation”. I highly recommend all of these activities to the teachers that want to improve the knowledge of prepositional forms of their students by a natural, entertaining and contributory way.
9. Improvement of the tested children

The tested group of learners was given a test at the very beginning before the activities were performed and after having finished all of them and having revised the prepositions. Children could not have possibly remembered the test since the gap between the first and second testing was more than three months. Another group of children from the eighth grade was tested as well to offer a comparison between the two groups. It is necessary to point out that the children in the second group were 1-3 years older than the ones in the first group and their knowledge of English was in the time of testing on the level of eighth grade i.e. one year of learning English more.

9.1. Details about the tests

As it was already mentioned above the children were tested before and after the performance of the activities. The first test was done at the very beginning of the cooperation with the children. They got all the information about the purpose of the test and they know what it would be used for. They did not know that there would be another test later on. Tests were done anonymously in order not to produce unnecessary stress or tension in the classroom. After the test the learners were familiarized with the correct answers. For the exact results of the first tests see appendices 13-16.

The second test was done two weeks after finishing all the activities, approximately three months after the first testing. Before the test prepositions were shortly revise. The learners did not know that they would receive the same sample of the test. They did not know anything about the results from the first test. This time the test was again anonymous. After the test the results were revealed again and learners were again given notice about the mistakes they made so they could learn from them. To find the exact results of the second test see appendices 17-20.

The third test of the group of learners from the eighth grade was done absolutely independently from the other group, tests and activities. The children got information about the purpose of the testing and it was again anonymous for the same reasons. Fifteen children took part in the test. After the test the correct answers were revealed. The learners did not know about the previous tests in the other group and neither about any further details of these two tests. For the exact results of the third tests see appendices 21-23.
As it is clear from the graph above, the learners from the first group finished the second test with a better result (63.9% successfulness) than the first one (42.5% successfulness) with an improvement of more than twenty per cent (21.4%). The result of the group of eighth graders was more than fifty per cent (55.4% successfulness), which is better than the first test with the seventh graders. However, it is necessary to point out that the level of English of the second group (8.C) is notably higher than in the first group (7.C). Moreover, the author of the thesis is the only person who was training English prepositions with the experimental group (7.C) during the research period. This means that the improvement was achieved mostly thanks to the games and activities performed with the learners. In the other group (8.C) the preposition were not practised whatsoever within the time of the study.

**9.2. Conclusion**

From the result of the tests a conclusion can be drawn that thanks to the games performed during the period of research the tested group of learners (7.C) improved their knowledge of prepositional construction by 21.4 %, since the prepositions were practised just with the author and just through the games and activities introduced in the thesis. This is a very positive result which unequivocally confirms the presumption that games are very useful and important part of the learning and should be used in order to improve.
10. Conclusions

The bachelor thesis *Teaching and learning English prepositional constructions trough activities and games* looked at the use of activities and games in the process of learning English prepositions.

The theoretical part, firstly, opened the topic of learning versus acquisition and explained the difference between the two of them. Secondly, it offered a closer look into different types of teachers and further it dealt with various types of multiple intelligences and how to work with them. Consequently, the grammar of English prepositions was explained and individual prepositional constructions described in more detail. In addition to that, the thesis dealt with common mistakes of Czech learners in the usage of English prepositions and gave tips to solve this problem. Furthermore, the chosen textbooks and their ways to deal with prepositions were described. Finally, the theoretical part discusses various ways of teaching grammar and the significance of games in the process of learning a new language.

The practical part of the thesis focused on actual teaching and learning of prepositions. It offers the description of the tested group of children as well as all of the activities. Each of the chosen games is presented in detail. It shows all the materials used for the preparation and in the classroom, stages of the activities, lesson plans, descriptions and detail reflections of the author of the thesis. Consequently it shows the results of the tested children before and after performing the activities and their improvement.

Lastly, at the beginning the thesis had three important goals. The first one was to learn about different types of teachers and learners and see if, and how it affects their behaviour in the classroom. The thesis presents this at the beginning of the theoretical part in the chapter two which describes the three basic types of teachers (explainer, involver, enabler) and later on eight multiple intelligences of learners. Thanks to this detailed description the thesis reveals the differences and offers a way to deal with them.

The second goal was to find out different problems students and teachers meet when learning and teaching prepositions. These problems are described in detail in chapter four *Common problems caused by prepositional forms*, where the most frequent mistakes of the Czech learners are described and explained. Moreover, this chapter offers reasons for this mistakes and ways to avoid them as for instance to avoid the direct translation from L1 to L2 or to learn phrases and verbs with directly with the preposition.

The third and most significant goal was to show the importance of activities and games in the process of learning and prove that this method can be successful. The thesis describes in chapter six the inevitability of games in the process of learning languages and shows how highly motivating,
challenging and necessary they are for the learners, since they bring the real life situations into the classroom. Later in the practical part the thesis demonstrates the veracity of this statement in chapter nine which clearly shows the improvement of the tested group of children thanks to the games performed during the testing period. This proofs not only the importance of the usage of games but also the successfulness of this alternative method.
Resumé

The bachelor thesis *Teaching and learning English prepositional constructions trough activities and games* presented the use of activities and games in the process of learning English prepositions. In the theoretical part the author focused on the difference between the learning and the acquisition and on the different types of teachers and learners. Furthermore, she dealt with the grammar of the English prepositions and the common mistakes the Czech learners make. Finally she compared three different pre-intermediate textbooks and their approach to prepositional constructions, and showed the importance of the games in the process of learning. The practical part consists of the activities and games performed with the group of teenagers described in detail. Secondly, the practical part shows the improvement of the tested children after the performance of the activities. The bachelor thesis had four important goals. The first goal was to learn about different types of teachers and learners. The second one was to find out the different problems students and teachers meet when learning and teaching prepositions. The third goal was to show importance of activities and games in the process of learning and the last one was to prove that the learners can improve their knowledge of prepositional construction thanks to this method of learning through the games and activities.

Bakalářská práce „Výuka a učení se anglickým předložkovým konstrukcím prostřednictvím aktivit a her“ představila využití aktivit a her v procesu učení se anglických předložek. V teoretické části se autorka zaměřila na rozdíl mezi učení a nabýváním znalostí a na různé typy učitelů a studentů. Dále se autorka zabývala gramatikou anglických předložek a nejčastějších chyb, které dělají čeští studenti. Nakonec srovnala tři různé učebnice pro mírně pokročilé a jejich přístup k předložkovým konstrukcím, a ukázala důležitost her v procesu učení. Praktická část se skládá z podrobně popsaných aktivit a her hraných se skupinou náctiletých žáků. Dále praktická část dokazuje zlepšení testovaných dětí po provedení všech aktivit. Bakalářská práce měla čtyři důležité cíle. Prvním cílem bylo dozvědět se o různých typech učitelů a žáků. Druhým bylo najít různé problémy, se kterými se studenti a učitelé u předložek potkávají. Třetím cílem bylo ukázat význam aktivit a her v procesu učení a posledním bylo dokázat, že se žáci mohou zlepšit své znalosti o předložkových konstrukcích díky této metodě učení pomocí her a aktivit.
List of sources


Electronic sources

- “Phrasal verbs vs. prepositional verbs: position of the object.” Speakspeak. Web. 7. April 2015

Course books

APPENDICES
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Appendix 1: Memory game 1

1. Look at the things in this room for two minutes. Try to memorise all the things in the room and where they are.

2. Turn the page over.

3. Look at the second page.

Use these words:
- handbag
- camera
- glass
- book
- computer
- coat
- clock
- statue
- video recorder
- suitcase
- video camera
- briefcase
- vase
- bowl
- watch
- television
- lamp
- stereo
- plate
- photograph
- plate
- photograph
There has been a burglary. Write what is missing from the room.

Write what things are missing from the room after the burglary. Do not look at the first page again until you have finished.

1. There was a video recorder under the television.
2. There were some paintings on the wall.
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Appendix 3: Prepositional voting

CATEGORIES 3

Time

Look at these time words. Some use in, some use on, and some use at.

For example:

I'm leaving in March. on Saturday. at 4 o'clock.

Put them in the correct column.

<table>
<thead>
<tr>
<th>in</th>
<th>on</th>
<th>at</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Saturday</td>
<td>4 o'clock</td>
</tr>
<tr>
<td></td>
<td>1914</td>
<td>2:30</td>
</tr>
<tr>
<td>March 1st</td>
<td>midnight</td>
<td></td>
</tr>
<tr>
<td>Autumn</td>
<td>Christmas</td>
<td></td>
</tr>
<tr>
<td>Tuesday morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 4: At the zoo
Appendix 5: Christmassy join the dots 1
Appendix 7: Christmassy join the dots_ questions

A) People get fat ____ Christmas .
1. on
2. at
3. in

B) I will be 18 ____ 2020.
4. in
5. at
6. to

C) At what time do you wake ____.
7. at
8. by
9. up

D) This email was written ____ Shakespeare.
10. by
11. on
12. between

E) I saw an elephant when I walked ____ the kitchen.
13. from
14. before
15. into

F) The carpet is ____ the table.
16. under
17. on
18. above

G) There is a flying spider ____ my head.
19. in
20. from
21. above

H) Clean your teeth ______ you go to bed.
22. before
23. after
24. into

I) I’m going to the dentist _____ Thursday.
25. on
26. in
27. at

J) My dog is sleeping _____ me.
28. next to
29. on
30. under

K) When I’m not there don’t talk ______ me.
31. with
32. around
33. about

L) What is the time? It’s half _____ six.
34. before
35. past
36. by

M) My mother snores _____ night.
37. at
38. in
39. from
Appendix 8: Where are the mice?

WHERE?

Where are the mice?

You have five minutes to find them. There are sixteen mice.

Use these words:
- oven
- door
- cupboard
- sink
- drawer
- salt
- plate
- cat
- glass
- chair
- cup
- saucepan
- piece of cheese

There's a mouse in the cupboard.

There's a mouse behind the door.

There's a mouse on top of the...
Appendix 9: Find the 10 differences

Room for improvement

A Can you find ten differences?

B Can you find ten differences?
Appendix 10: Zuzi says…

Examples of the orders:
Sit down.
Stand up.
Turn around.
Put your right arm above your head and wave.
Stand next to the window and look outside.
Lie down and swim.
Put your hands behind your back.
Put your left hand on somebody’s shoulder.
Put a book on your head.
Stand between two people that have darker hair than you.
Stand in front of someone who is taller than you.
Smell your foot.
Put your head inside your bag.
Put the bag under the chair.
Stand on your desk.
Jump down.
Stand on the left of your desk.
Etc.
Appendix 11: Zuzi says... 2
Appendix 12: Picture dictation

Unit 16

Game

Picture Dictation

Published by Macmillan Heinemann English Language Teaching. This sheet may be photocopied and used within the class.
Appendix 13: The first test 1

- On the evening we had a dinner in the restaurant and then we went to the cinema.
  - We will meet here on Tuesday at 5 o'clock.
  - I have never been in the United States before.
  - Why are looking to me like that?
  - Do you agree with me?
  - My cat usually sits on the sofa next to me.
  - You look Spanish. Are you from Spain?
  - Did you come by bus? No, we came by foot, we arrived at midnight.
  - This summer my parents are working all day but I'm playing in the park.
  - When she walked in the room we were silent.
  - My dog is always sleeping under the kitchen table.

- On the evening we had a dinner in the restaurant and then we went to the cinema.
  - We will meet here on Tuesday at 5 o'clock.
  - I have never been in the United States before.
  - Why are looking to me like that?
  - Do you agree with me?
  - My cat usually sits on the sofa next to me.
  - You look Spanish. Are you from Spain?
  - Did you come by bus? No, we came by foot, we arrived at midnight.
  - This summer my parents are working all day but I'm playing in the park.
  - When she walked in the room we were silent.
  - My dog is always sleeping under the kitchen table.
Appendix 14: The first test 2

The evening we had dinner in the restaurant and then we went to the cinema.
We will meet here on Tuesday at 5 o’clock.
I have never been in United States before.
Why are looking at me like that?
Do you agree with me?
My cat usually sits on the sofa next to me.
You look Spanish. Are you from Spain?
Did you come by bus? No, we came by foot, we arrived __________ midnight.
In summer my parents are work all day but I’m playing in the park.
When she walked in the room we were silent.
My dog is always sleeping on the kitchen table.

The evening we had dinner in the restaurant and then we went in the cinema.
We will meet here on Tuesday at 5 o’clock.
I have never been in United States before.
Why are looking at me like that?
Do you agree with me?
My cat usually sits on the sofa next to me.
You look Spanish. Are you from Spain?
Did you come by bus? No, we came by foot, we arrived __________ midnight.
In summer my parents are work all day but I’m playing in the park.
When she walked in the room we were silent.
My dog is always sleeping on the kitchen table.

The evening we had dinner in the restaurant and then we went in the cinema.
We will meet here on Tuesday at 5 o’clock.
I have never been in United States before.
Why are looking at me like that?
Do you agree with me?
My cat usually sits on the sofa next to me.
You look Spanish. Are you from Spain?
Did you come by bus? No, we came by foot, we arrived __________ midnight.
In summer my parents are work all day but I’m playing in the park.
When she walked in the room we were silent.
My dog is always sleeping on the kitchen table.

The evening we had dinner in the restaurant and then we went in the cinema.
We will meet here on Tuesday at 5 o’clock.
I have never been in United States before.
Why are looking at me like that?
Do you agree with me?
My cat usually sits on the sofa next to me.
You look Spanish. Are you from Spain?
Did you come by bus? No, we came by foot, we arrived __________ midnight.
In summer my parents are work all day but I’m playing in the park.
When she walked in the room we were silent.
My dog is always sleeping on the kitchen table.
Appendix 15: The first test 3

- In the evening we had a dinner at the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in the United States before.
- Why are looking at me like that?
- Do you agree with me?
- My cat usually sits in the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are working all day but I'm playing in the park.
- When she walked in the room we were silent.
- My dog is always sleeping in the kitchen table.

---

- In the evening we had a dinner on the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in the United States before.
- Why are looking at me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are working all day but I'm playing in the park.
- When she walked in the room we were silent.
- My dog is always sleeping in the kitchen table.
Appendix 16: The first test 4

- in the evening we had a dinner at the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in the United States before.
- Why are looking at me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are not work all day but I'm playing in the park.
- When she walked into the room we were silent.
- My dog is always sleeping on the kitchen table.

- In the evening we had a dinner at the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in the United States before.
- Why are looking at me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are not work all day but I'm playing in the park.
- When she walked into the room we were silent.
- My dog is always sleeping on the kitchen table.
Appendix 17: The second test 1

In the evening we had a dinner in the restaurant and then we went to the cinema.

We will meet here on Tuesday at 5 o'clock.

I have never been to the United States before.

Why are you like that?

Do you agree with me?

My cat usually sits on the sofa next to me.

You look Spanish. Are you Spanish?

Did you come by bus? No, we came on foot, we arrived at midnight.

In summer my parents are at work all day but I'm playing in the park.

When she walked into the room we were silent.

My dog is always sleeping under the kitchen table.

In the evening we had a dinner in the restaurant and then we went to the cinema.

We will meet here on Tuesday at 5 o'clock.

I have never been to the United States before.

Why are you like that?

Do you agree with me?

My cat usually sits on the sofa next to me.

You look Spanish. Are you Spanish?

Did you come by bus? No, we came on foot, we arrived at midnight.

In summer my parents are at work all day but I'm playing in the park.

When she walked into the room we were silent.

My dog is always sleeping under the kitchen table.
Appendix 18: The second test 2

- In the evening we had a dinner on the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in the United States before.
- Why are looking at me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are on work all day but I'm playing in the park.
- When she walked by the room we were silent.
- My dog is always sleeping on the kitchen table.

- In the evening we had a dinner on the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in the United States before.
- Why are looking at me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are on work all day but I'm playing in the park.
- When she walked by the room we were silent.
- My dog is always sleeping on the kitchen table.
Appendix 19: The second test

• In the evening we had a dinner at the restaurant and then we went to the cinema.
• We will meet here on Tuesday at 5 o'clock.
• I have never been to the United States before.
• Why are looking with me like that?
• Do you agree with me?
• My cat usually sits on the sofa next to me.
• You look Spanish. Are you Spaniard?
• Did you come by bus? No, we came on foot, we arrived at midnight.
• In summer my parents are at work all day but I'm playing in the park.
• When she walked into the room we were silent.
• My dog is always sleeping under the kitchen table.

• In the evening we had a dinner in the restaurant and then we went to the cinema.
• We will meet here on Tuesday at 5 o'clock.
• I have never been to the United States before.
• Why are looking at me like that?
• Do you agree with me?
• My cat usually sits on the sofa next to me.
• You look Spanish. Are you from Spain?
• Did you come by bus? No, we came on foot, we arrived in midnight.
• In summer my parents are at work all day but I'm playing in the park.
• When she walked into the room we were silent.
• My dog is always sleeping under the kitchen table.
Appendix 20: The second test 4

- **IN** the evening we had a dinner **AT** the restaurant and then we went **TO** the cinema.
- We will meet here **AT** Tuesday **5** o’clock.
- I have never been **IN** United States before.
- Why are looking **AT** me like that?
- Do you agree **WITH** me?
- My cat usually sits **ON** the sofa next **TO** me.
- You look Spanish. Are you **FROM** Spain?
- Did you come **BY** bus? No, we came **ON** foot, we arrived **AT** midnight.
- **IN** summer my parents are **AT** work all day but I’m playing **IN** the park.
- When she walked **OUT** the room we were silent.
- My dog is always sleeping **UNDER** the kitchen table.

- **IN** the evening we had a dinner **AT** the restaurant and then we went **TO** the cinema.
- We will meet here **ON** Tuesday **5** o’clock.
- I have never been **IN** United States before.
- Why are looking **AT** me like that?
- Do you agree **WITH** me?
- My cat usually sits **ON** the sofa next **TO** me.
- You look Spanish. Are you **FROM** Spain?
- Did you come **BY** bus? No, we came **ON** foot, we arrived **AT** midnight.
- **IN** summer my parents are **AT** work all day but I’m playing **IN** the park.
- When she walked **OUT** the room we were silent.
- My dog is always sleeping **UNDER** the kitchen table.
Appendix 21: The third test 1

- In the evening we had a dinner ___ in the restaurant and then we went ___ to the cinema.
- We will meet here ___ on Tuesday ___ at 5 o’clock.
- I have never been ___ in the United States before.
- Why are looking ___ at me like that?
- Do you agree ___ with me?
- My cat usually sits ___ on the sofa next ___ to me.
- You look Spanish. Are you ___ from Spain?
- Did you come ___ by bus? No, we came ___ on foot, we arrived ___ in midnight.
- In ___ summer my parents are ___ work all day but I’m playing ___ in the park.
- When she walked ___ in the room we were silent.
- My dog is always sleeping ___ under ___ the kitchen table.

- In ___ the evening we had a dinner ___ in the restaurant and then we went ___ to the cinema.
- We will meet here ___ on Tuesday ___ at 5 o’clock.
- I have never been ___ in the United States before.
- Why are looking ___ at me like that?
- Do you agree ___ with me?
- My cat usually sits ___ on the sofa next ___ to me.
- You look Spanish. Are you ___ from Spain?
- Did you come ___ by bus? No, we came ___ on foot, we arrived ___ in midnight.
- In ___ summer my parents are ___ work all day but I’m playing ___ in the park.
- When she walked ___ in the room we were silent.
- My dog is always sleeping ___ under ___ the kitchen table.

- In ___ the evening we had a dinner ___ in the restaurant and then we went ___ to the cinema.
- We will meet here ___ on Tuesday ___ at 5 o’clock.
- I have never been ___ in the United States before.
- Why are looking ___ at me like that?
- Do you agree ___ with me?
- My cat usually sits ___ on the sofa next ___ to me.
- You look Spanish. Are you ___ from Spain?
- Did you come ___ by bus? No, we came ___ on foot, we arrived ___ in midnight.
- In ___ summer my parents are ___ work all day but I’m playing ___ in the park.
- When she walked ___ in the room we were silent.
- My dog is always sleeping ___ under ___ the kitchen table.
Appendix 22: The third test 2

- In the evening we had a dinner in the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in United States before.
- Why are looking for me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are work all day but I'm playing in the park.
- When she walked in the room we were silent.
- My dog is always sleeping on the kitchen table.

- In the evening we had a dinner in the restaurant and then we went to the cinema.
- We will meet here on Tuesday at 5 o'clock.
- I have never been in United States before.
- Why are looking for me like that?
- Do you agree with me?
- My cat usually sits on the sofa next to me.
- You look Spanish. Are you from Spain?
- Did you come by bus? No, we came on foot, we arrived at midnight.
- In summer my parents are work all day but I'm playing in the park.
- When she walked in the room we were silent.
- My dog is always sleeping on the kitchen table.
Appendix 23: The third test 3

- In the evening we had a dinner [underline] at the restaurant and then we went [underline] to the cinema.
- We will meet here [underline] on Tuesday [underline] at 5 o'clock.
- I have never been [underline] in the United States before.
- Why are looking [underline] at me like that?
- Do you agree [underline] with me?
- My cat usually sits [underline] on the sofa next to me.
- You look Spanish. Are you [underline] from Spain?
- Did you come [underline] by bus? No, we came [underline] on foot, we arrived [underline] at midnight.
- In summer my parents are [underline] work all day but I'm playing [underline] in the park.
- When she walked [underline] into the room we were silent.
- My dog is always sleeping [underline] on the kitchen table.

- In the evening we had a dinner [underline] at the restaurant and then we went [underline] to the cinema.
- We will meet here [underline] on Tuesday [underline] at 5 o'clock.
- I have never been [underline] in the United States before.
- Why are looking [underline] at me like that?
- Do you agree [underline] with me?
- My cat usually sits [underline] on the sofa next to me.
- You look Spanish. Are you [underline] from Spain?
- Did you come [underline] by bus? No, we came [underline] on foot, we arrived [underline] at midnight.
- In summer my parents are [underline] work all day but I'm playing [underline] in the park.
- When she walked [underline] into the room we were silent.
- My dog is always sleeping [underline] on the kitchen table.