

MORE PREPOSITIONS OF TIME: *FOR*, *WHILE*, *DURING* AND *SINCE*

This week's Teacher's Corner presents two activities using the prepositions *for*, *while*, *during*, and *since*. In these activities, students practice correctly using the prepositions *for*, *while*, *during*, and *since* to talk about time. In Activity One, students complete sentence frames to write about events using the prepositions. In Activity Two, students listen to sentences that are missing prepositions and move around the room to indicate the correct preposition to complete the sentence. Students should have some knowledge of how these prepositions are used before participating in these activities.

LEVEL

Intermediate and above

LANGUAGE FOCUS

Speaking, listening, reading, and writing

GOALS

During these activities, students will:

- Ask questions to collect information about a partner
- Use the information collected to complete sentences containing prepositions *for*, *while*, *during*, and *since*
- Present information about a partner to the class
- Listen to sentences and determine which preposition to use: *for*, *while*, *during*, or *since*

MATERIALS

- Chalkboard or whiteboard with chalk or markers
- Paper and pencils for students

- Four large pieces of paper
- Markers
- Tape
- Scissors

PREPARATION

- Keep the following sentence frames ready to write on the board:
 - (Name) has _____ since _____. (specific day/date/time)
 - (Name) has been _____ for _____. (amount of time)
 - (Name) likes to _____ while he/she _____. (two things at the same time)
 - (Name) would never _____ during _____. (noun that is an event or time)
- Write one preposition (for, while, during, since) on each of the large pieces of paper and post them in four different areas of the room

ACTIVITY ONE: INTERVIEW

1. Explain to students that they will write sentences about a partner using the prepositions *for*, *since*, *while*, and *during*.
2. Write the first sentence frame on the board and provide an example sentence, such as *Mr. Ali has been teaching since 1996* or *Alex has been a goalie since June 27th*.
3. Ask students what questions they could ask their partner to elicit the information to complete the sentence. Examples include *What is something you have been doing for a long time?* *When did you start?* Elicit other questions from students. Write their ideas on the board under the sentence frame.

4. Repeat this process with the remaining sentence frames until students have a good idea about what questions they will ask their partner in order to elicit the information they need.
5. Ask students to find a partner to interview, or assign pairs to work together. Tell students to write the sentences on separate lines with some space between each one.
6. Give the class time to complete their interviews and complete the sentences before having each set of partners present the information to the class.

ACTIVITY TWO: FOUR CORNERS

1. Have students cross out the prepositions in the sentences they wrote about their partner in Activity One. They do not have to be completely crossed out, but just enough to remind someone reading the sentence to skip saying the preposition.
2. Once the words *since*, *while*, *for*, and *during* have been crossed out, have students cut their paper into strips so that there is one sentence on each strip. Tell them to fold up each of the strips. Collect all of the sentences and put them into a box or container.
3. Tell students you will play four corners with the prepositions *since*, *while*, *for*, and *during*. Point out the words you have posted around the classroom. Explain that you will read aloud a sentence with the preposition missing and students must move to a corner to indicate the correct word to complete the sentence.
4. Divide the class into two equal teams and give each a name. Write the team names on the board. Emphasize that students must remember their team in order for the game to work. If necessary, help students remember by giving everyone on one team the same color dot on their hand with a marker. Explain that each team will earn points based on the number of people that are in the correct corner after the sentence is read.
5. Choose one of the folded sentences from the container to read aloud. Do not read the preposition in the sentence, which will be crossed out as a reminder. Students must move to one

corner of the room to indicate the correct preposition to fill in the blank in the sentence. Give students about ten seconds to make a choice and say “Stop!” to indicate that time is up. Anyone that is not in a corner must sit down in the middle of the room, but can join in again for the next round.

6. Read the same sentence again, omitting the preposition. Ask a student from each corner to justify the preposition they chose before you reveal the correct one to complete the sentence. Review why the preposition is correct if needed.
7. Before moving on to a new sentence, record points by counting how many of each team’s members are in the correct corner. You can make this easier by asking members of each team to raise their hands. Write the number under each team’s name on the board.
8. Follow the same procedure for the next sentence. Continue adding to the points until all of the sentences are used. The team with the most points at the end of the game wins!