

PREPOSITIONS OF MOVEMENT

This week's Teacher's Corner introduces two activities during which students use prepositions of movement. In these activities, students must use prepositions of movement to write a set of directions for others to follow. Activity One leads students from the classroom to a new location in the school. Activity Two has students create a map of a city and write directions for classmates to follow in order to discover buried treasure.

LEVEL

Intermediate and above

LANGUAGE FOCUS

Speaking, listening, reading, and writing

GOALS

During these activities, students will:

- Discuss ways to give directions with group members
- Write imperative sentences containing prepositions of movement
- Read and comprehend directions containing prepositions of movement

MATERIALS

- List of prepositions of movement: *across, along, around, away from, back to, down, into, off, onto, out of, over, past, round, through, to, towards, under, up*
- List of locations in the school (gym, cafeteria, library, courtyard, office, other classrooms, etc.)
- Pencils and paper/notebooks for students
- Poster paper/large paper

- Markers
- A small reward that can be shared by about 15 students, such as candy, stickers, or individual homework passes

ACTIVITY ONE: SCHOOL CLUES

Note: This activity requires students to move around the school in small groups. If this is not possible, the activity can focus on directions between locations within the classroom or a confined area such as a playground or courtyard. Alternatively, students can write directions from memory and then groups can try to follow them at a time when movement around the school is permitted.

1. List the prepositions of movement on the board and have students copy them into their notebooks.
2. Tell students they will work in groups of three. Using the prepositions, students will write a set of directions from the classroom to a different location in the school. After all groups have finished writing their directions, they will trade papers and try to follow each other's directions to determine the end location.
3. Model by choosing a place in the school, such as the office. Using the prepositions, give an example of the first steps one would include in a set of directions to the office, such as, "Walk out of the classroom. Go across the courtyard." Ask students to continue by giving two more steps for the directions.
4. Divide students into groups. Have each group select one student to be the recorder. Tell the recorder to write the names of everyone in their group at the top left side of the paper. The recorder will also write down the group's directions.
5. Assign each group a location in the school. This must be kept secret from the other groups. Each group moves around the school and works together to use as many prepositions as possible to

write directions from the classroom to the new location. To keep the activity organized, assign students a time to return to the classroom with their completed set of directions.

6. When students return to the classroom with their directions, have groups exchange papers. Tell the recorder to write the names of everyone in the group that will follow the directions at the top right side of the paper.
7. Tell students that they must now follow the set of directions they have in order to arrive at a new location in the school. Once they figure out where the directions lead, they should write the location down on the paper and return to class.
8. Once all of the students have come back to the classroom, have each group return the set of directions they followed to the group that wrote them to verify that everyone ended up at the correct destination. If there are any discrepancies, review the set of directions with the class to determine any mistakes.
9. This activity can be repeated with different groups or new destinations. As an extension, have students write directions back to the classroom once they have arrived at the initial destination.

ACTIVITY TWO: FIND IT ON THE MAP

1. Divide the class into groups of four or five students.
2. Tell students that they will work in their groups to draw a map of part of a fictional town/city. They should include street names and major landmarks.
3. Ask students for ideas about what they can draw on their maps. Ideas include: parks, schools, libraries, stores, markets, police stations, post offices, bodies of water, etc.
4. After completing the map, each group should choose six locations where they would hide treasure in the city and write them down on a separate sheet of paper. These should be kept secret.

5. Next, the group needs to write a set of six “clues” that use prepositions to give directions to each of the locations where the treasure is located. A person unfamiliar with their map should be able to follow the directions to determine each of the locations. The clues should be written on a clean sheet of paper. Here is an example:
 - a. Start at the primary school. Walk north along Orange Street to Green Road.
 - b. Turn right on green road and go around the park.
 - c. Walk under the bridge. Where are you?
6. Tell students that once they are finished, they should fold their map in half with the sheet of clues inside. They will trade maps and “clues” with another group. Groups must not open the maps until you tell them to do so.
7. Explain that groups will compete to be the first to correctly determine all six places where treasure is buried on the map. Tell students that as they solve each “clue” they should write down the location so that the group who created the map can verify the answers.
8. When you say, “Go!” groups should open the map and begin. As students solve the clues, take note of the order in which the groups finish so that you can determine the fastest two or three groups. The students in winning groups can earn a small reward (see Materials for suggestions) if their answers are also correct.
9. To repeat this activity, students can exchange maps and clues with another new group.