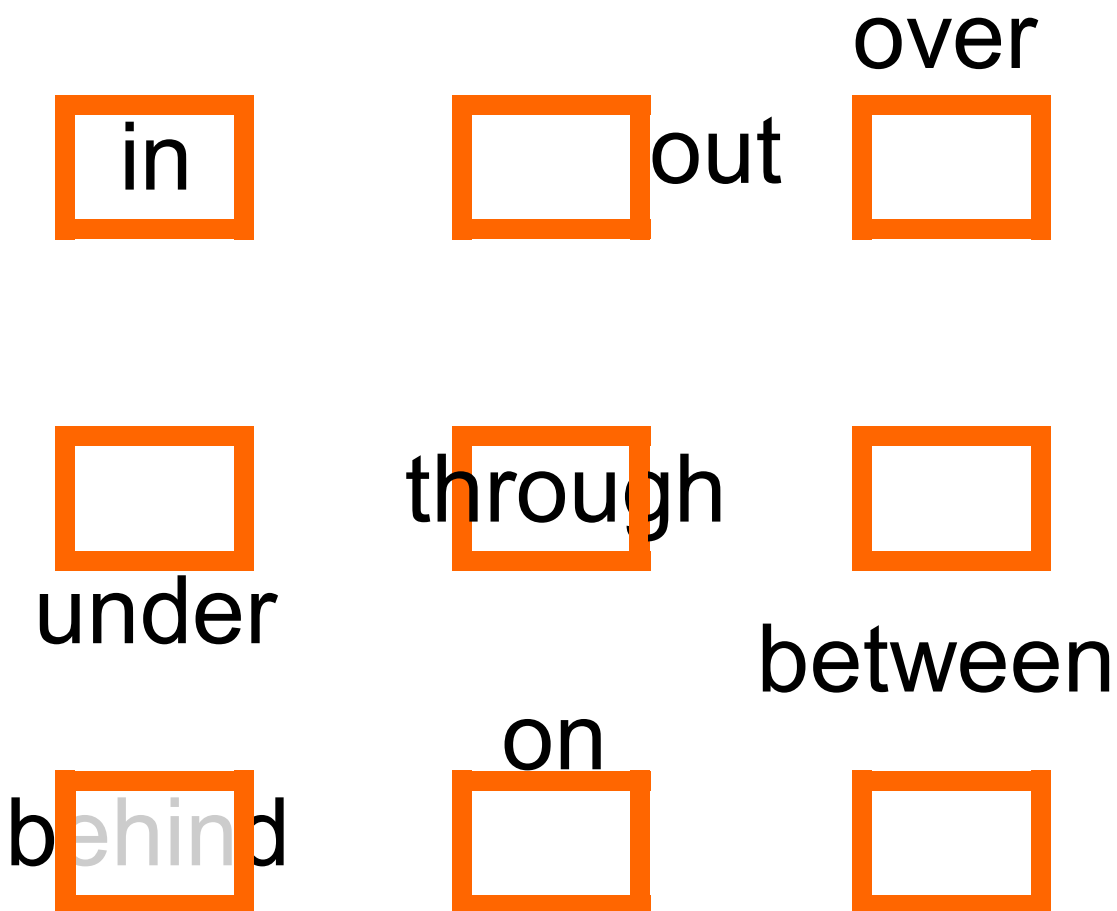


Those Problematic English Prepositions!

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WHICH ENGLISH ARE WE TALKING ABOUT?

The “rules” of English grammar are often variable because of differences in register and dialect. English has a formal register which is used in expository writing and in formal speeches. English also has an informal register used in informal conversation and in informal writing. In appropriate contexts both registers are acceptable and are parts of Standard English. Unacceptable forms are either nonstandard, i.e., characteristic of a dialect that is different from Standard English, or ungrammatical forms that are not acceptable to any native speaker of English.

Acceptable	<i>Formal Register – written, formal grammar</i> e.g.: There exist a number of alternatives that we should consider.	}
(Standard Dialect)	<i>Informal Register – spoken, colloquial grammar</i> e.g.: There’s several ways of looking at this problem.	
	<i>Nonstandard Dialects of English</i> e.g.: I didn’t say nothing.	
Unacceptable	<i>Ungrammatical (not English)</i> e.g.: I no say that.	

PARTS OF SPEECH

Noun	a word that names a person, animal, place, idea, or thing <i>house, car, people, love</i>
Adjective	a word that describes a noun or pronoun (tells “what kind” or “how many”) <i>big, happy, tall, green</i>
Pronoun	a word that takes the place of a noun or noun phrase <i>he, she, it, this, who, mine</i>
Verb	a word that shows action or state of being <i>run, talk, interpret, feel</i>
Adverb	a word that describes a verb, adjective, or another adverb (tells “how, when, where,” or “how much”) <i>carefully, slowly, unequivocally, very, quite</i>
PREPOSITION	a word placed before a noun or pronoun to define its relationship with another word in the sentence <i>on, under, between, during, with, at</i>
Conjunction	a connecting word <i>and, or, but, moreover, however</i>
Interjection	an exclamation that often expresses strong feelings or intense emotion <i>Ouch! Wow! Damn!, Golly! Bravo!</i>

PARTS OF SPEECH OR WORD CLASSES

Traditional grammars of English, following an approach which can be traced back to Latin, agreed that there were eight parts of speech in English: the noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Some books paid separate attention to the participle; some additionally mentioned the article. But none was in any doubt that the definition of the parts of speech was an essential first step in learning about English Grammar.

Why is it necessary to talk about parts of speech at all? The main reason is to be able to make general and economical statements about the way the words of the language behave. It is only a matter of common sense to generalize, when we notice that a set of words all work in the same way. In a simple case, we observe such sentences as

It is in the box.
It is near the fence.
It is on the horse.
It is by the table.
It is under the car.
It is for the book.

and note the identity of structure. In each instance, there is an item preceding *the* which seems to have the same sort of function, expressing some kind of proximity relationship between *it* (whatever that is) and the following words. Rather than talk about each of these items individually, it makes sense to group them together into a single category.

Latin had words with the same function, which the grammarians called *prepositions* (from *prae* + *positio* ‘placing in front’ – that is, in front of a noun, (and modern English grammars have happily continued to use the term.

Modern grammarians are happy because this is one of the areas where Latin and English grammar seem to behave in a similar way. The notion of preposition is a particularly useful one for describing English. However, there is less happiness when people try to apply the old part-of-speech labels to English words that do not have a clear counterpart in Latin (such as *the*, *shall*, or the *to* in *to go*), or when they use definitions of the parts of speech that prove difficult to work with. Indeed, when linguists began to look closely at English grammatical structure in the 1940s and 1950s, they encountered so many problems of identification and definition that the term *part of speech* soon fell out of favor, *word class* being introduced instead. Word classes *are* equivalent to parts of speech, but defined according to strictly linguistic criteria.

Parts of Speech
or
Word Classes

THE TRADITIONAL DEFINITIONS

The definitions found in traditional grammars vary between authors, but they share a vagueness and inconsistency of approach which has not endeared them to modern linguists. A set of definitions and examples (from Nesfield, 1898: see p. 197) is given below, along with a note of the chief difficulties they present to anyone wanting to make a precise description of English grammar. The general intent behind the traditional definitions is clear enough; but several are insufficiently general to apply to all instances, and the lack of formal detail about their morphology (§14) or syntax (§16) makes them difficult to apply consistently.

Definitions

A noun is a word used for naming some person or thing.

Examples: *man, house, Paris, height*

An adjective is a word used to qualify a noun...to restrict the application of a noun by adding something to its meaning.

Examples: *fine, brave, three, the*

A pronoun is a word used instead of a noun or noun-equivalent [i.e. a word which is acting as a noun].

Examples: *this, who, mine*

A verb is a word used for saying something about some person or thing.

Examples: *make, know, buy, sleep*

An adverb is a word used to qualify any part of speech except a noun or pronoun.

Examples: *today, often, slowly, very*

A preposition is a word placed before a noun or noun-equivalent to show in what relation the person or thing stands to something else.

Examples: *on, to, about, beyond*

A conjunction is a word used to join words or phrases together, or one clause to another clause.

Examples: *and, before, as well as*

An interjection is a word or sound thrown into a sentence to express some feeling of the mind.

Examples: *Oh!, Bravo!, Fie!*

Comments

The notional definition is difficult to work with; some grammars add a separate reference to places, but even that excludes many nouns which could not easily be described as 'persons, places, and things', such as abstract qualities (*beauty*) and actions (*a thump*). No reference is made to morphology or syntax (see p. 208).

The definition is too broad and vague, as it allows a wide range of elements (e.g. *the, my, all*) which have very different grammatical properties, and even nouns in certain types of construction (e.g. *her brother the butcher*) do not seem to be excluded. No reference is made to morphology or syntax (see p. 211).

The definition is almost there, but it has to be altered in one basic respect: pronouns are used instead of noun phrases (p. 222), not just nouns. *He* refers to the whole of the phrase *the big lion*, not just the word *lion* (we cannot say **the big he*). Nothing is said about morphology or syntax (see p. 210).

On this definition, there is little difference between a verb and an adjective (above). Some grammars prefer to talk about 'doing words' or 'action words', but this seems to exclude the many state verbs, such as *know, remember, and be*. No reference is made to morphology or syntax (see p. 212).

This is an advance on the more usual definition, in which adverbs are said to qualify (or 'modify') verbs – which is inadequate for such words as *very* and *however*. Even so, the definition leaks, as it hardly applies to interjections, and examples such as *the very man* and *slovenly me* have to be thought about. Nothing is really said about morphology or syntax (p. 211).

This is a good start, as it gives a clear syntactic criterion. The definition needs tightening up, though, as prepositions really go before noun phrases, rather than just nouns, and may also be used in other parts of the sentence (p. 213). As with nouns above, more than just persons and things are involved.

This captures the essential point about conjunctions, but it also needs some tightening up, as prepositions might also be said to have a joining function (*the man in the garden*). A lot depends on exactly what is being joined (p. 213).

This is vaguer than it need be, for elsewhere Nesfield acknowledges the essential point, that interjections do not enter into the construction of sentences. Despite the emotional function of these words, they still need to be considered as part of sentence classification (p. 213).

THOSE PESKY, PROBLEMATIC PREPOSITION

PESKY = TROUBLESOME, ANNOYING

PROBLEMATIC = DIFFICULT TO DEAL WITH OR UNDERSTAND

Difficult to learn

Difficult to teach

Prepositions pose more problems for the non-native speaker or learner of English than any other part of speech. Why? Prepositions are just little words that never change in form. They are pronounced softly, in unstressed syllables. They aren't even given capital letters in book titles. Native Speakers choose the correct ones without thinking. How can they be confusing?

Let's focus on the prepositions with this crossword puzzle...

															Across	
															3. November comes ____ December.	
															6. We have classes ____ 7 a.m.	
															7. Who did you go to the movies ____?	
															8. What's ____ the curtain?	
															11. He was born ____ May 2nd.	
															Down	
															1. I don't want to go ____ the club now.	
															2. The temperature is ____ zero today.	
															3. Come and sit ____ me.	
															4. Where do you come ____?	
															5. I'll be back ____ an hour.	
															6. He must be ____ his grandmother's.	
															8. They want to travel ____ plane	
															9. The Nile is the longest river ____ the world.	
															10. Which way should we go, up or ____ the hill?	

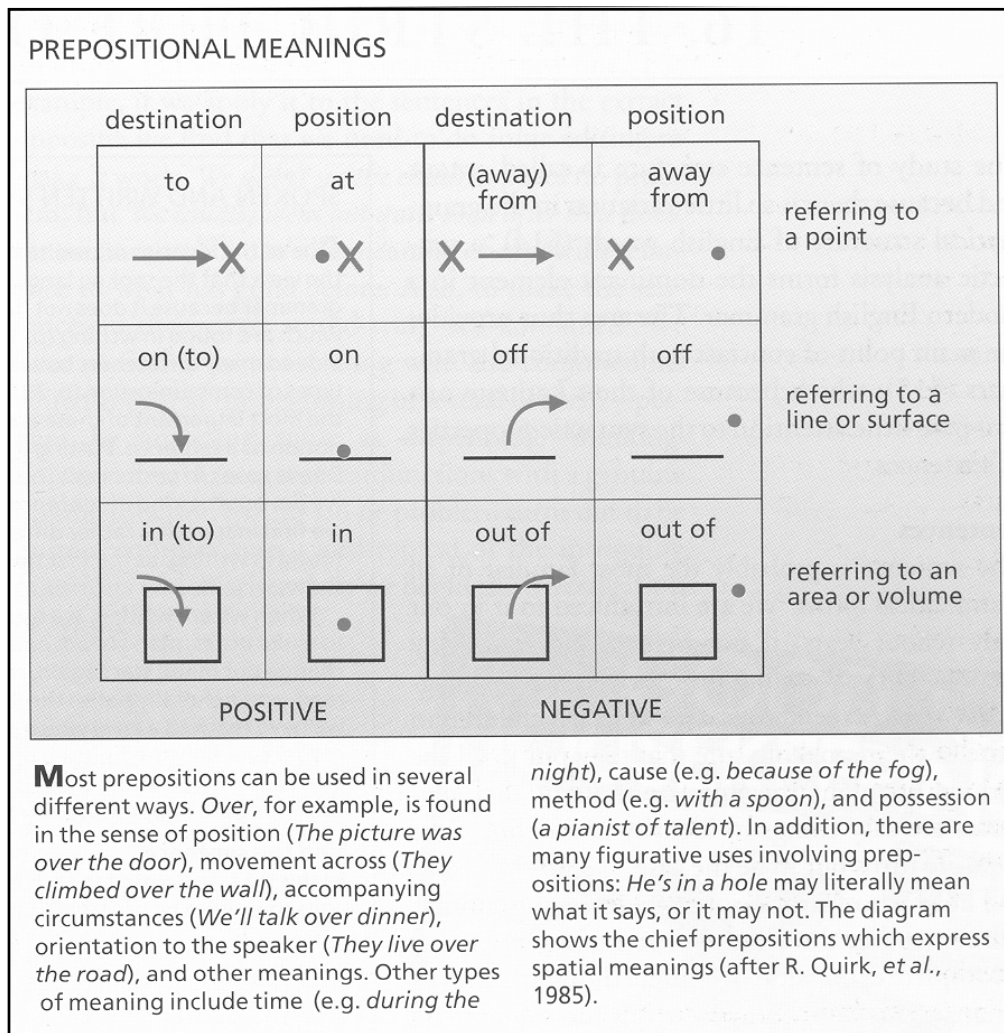
THE CLASS OF PREPOSITIONS

A preposition expresses a relationship of meaning between two parts of a sentence, most often showing how the two parts are related in space or time: *We sat **on** the bench*, *They left **at** three*. Most of the common prepositions consist of only one word; they have no distinctive ending, and do not vary. Several prepositions consist of more than one word.

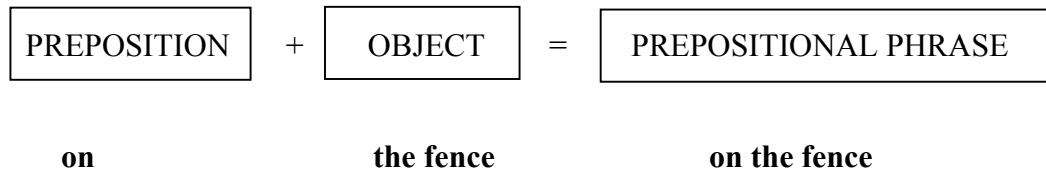
Single-word prepositions include: *about, at, before, by, down, for, from, in of, on, out, over, round, since, through, to, under, up, with*.

Multi-word prepositions include: (two-words) *ahead of, because of, due to, instead of, near to*; (three words) *as far as, by means of, in accordance with, in spite of, on behalf of*. The words in these prepositions do not vary freely, as they would in other circumstances. *In spite of*, for example, cannot change to **out spite of* or **in spite for*.

Several prepositions are restricted in their frequency of use, especially such foreign borrowings as *anti, circa, versus*, and *vis-à-vis*. *Unto* is archaic, and used only in religious contexts. There are also some dialect uses, such as *towards* (British) vs. *toward* (American), *outwith* (Scots, 'except'), and *while* (Yorkshire, 'until').



SIMPLE STRUCTURE



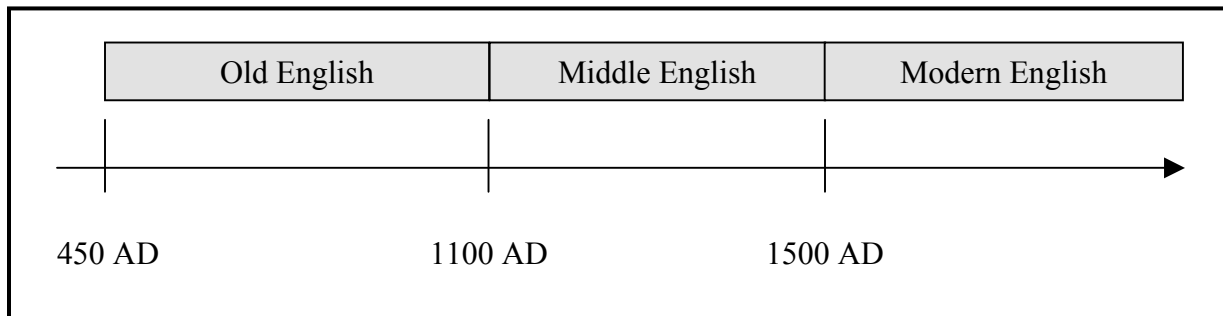
Prepositional phrases are used as:

Adjectives The cat **on the fence** cried all night.
 Three men **in blue suits** escorted the President.
 He bought a car **from the Ford dealer**.

Adverbs She threw the trash **into the dumpster**.
 We bought the tickets **from Ticket Master**.
 In an instant I knew it was a mistake.

A BIT OF HISTORY

English is recognized as having three distinct periods:



Things happened to the English language after the decay of Old English and through the Middle English period. There were independent changes taking place in different areas of English – one was a change from SOV to more SVO. Another was the loss of inflected forms (noun and adjective endings) to more critical use of preposition. English used to be an inflected language.

- example: *paem scipum* (dative ending on article and noun) O.E.
to *the shippes* (using the common plural ending) M.E.
- Sometimes the genitive *-s* was left off a noun that ended in *s* or that was followed by a word beginning with *s*.
- The only noun case to survive into Modern English was the genitive (*'s* or *s* in writing) – a relic which continued to present problems in later centuries. Some of the personal pronouns also kept the old dative forms: *he* vs. *him*, *she* vs. *her*, etc.)
- The endings of the verb remained close to those of Old English during this period. Most verbs would have had the following forms, illustrated here in Chaucer's English for *turnen* "turn."

Verb

	<i>Present Tense</i>	<i>Past Tense</i>
(I)	turn (e)	turned (e)
(thou)	turnest	turnedest
(he/she/it)	turneth	turned (e)
(we/you/they)	turne (n)	turned (en)

In early Modern English, several prepositions had different uses from today. *Of*, in particular, is widespread: *the zeal of* (‘for’) *thine house*, *tempted of* (‘by’) *Satan*. Others examples include *in* (‘at’) *a good old age*, *taken to* (‘as a’) *wife*, and *like as* (‘like’ or ‘as’) *the sand of the sea*.

In English, word order within sentences is more rigid than it is in many other languages, or than it was in English 1,000 years ago. One reason for this is that English has lost most of its original Germanic system of inflections. This was a system of (1) suffixes on nouns and adjectives that reflected the gender, number, and case of every noun in a sentence and (2) suffixes on verbs that reflected the person and number of the subject noun. Without recourse to this full range of inflections to mark subjects (and other objects of various kinds) English came to rely on a more fixed word order to distinguish subjects from objects. This rather fixed word order operates in conjunction with prepositions, which help to indicate the semantic function of various objects.

The basic underlying word order in an English sentence is:

	<u>S</u> ubject	–	<u>V</u> erb	–	Direct <u>O</u> bject
Example:	Joe		writes		poetry.

Thus, we say that English is an S-V-O language like French, Spanish, and many other languages. If you have only studied languages like English, Spanish, and French, you might assume that all languages follow S-V-O word order pattern. In fact, several other languages such as Cantonese and colloquial Egyptian Arabic are also S-V-O. However, there are three major orders for these constituents in the languages of the world, and S-O-V and V-S-O are the two alternatives to S-V-O. Some major languages that follow the subject-object-verb pattern as their basic ones are Japanese, Korean, and Persian. Some languages that use the verb-subject-object pattern as the basic order are Malayo-Polynesian languages such as Tagalog, the classical versions of Semitic languages such as Hebrew and Arabic, and Celtic languages like Welsh and Breton.

PREPOSITIONS AND POSTPOSITIONS

Preposition gradually took on a more critical role in English in the Middle English period, but there also exists a structure called a *postposition*.

A *postposition* is a grammatical particle that expresses some sort of relationship between the preceding noun or pronoun (its object) and another part of the sentence; a postpositional phrase functions as an adjective or adverb. Postpositions are the equivalents of prepositions in languages where the object precedes the verb, such as Japanese. (SOV languages)

There are three European languages (Finnish, Estonian, Hungarian) that use postpositions instead of prepositions, and they are attached to their noun, e.g. in

Hungarian *a haz* = the house
 a hazban = in the house

Here are some more examples:

- Finnish: *talon edessä* ("house in front of"), *talon takana* ("house behind of")
- Hungarian: *kutya nélkül* ("dog without")
- Japanese: *doko ni* ("where at"), *doko e* ("where to")
- Korean: *Hanguk e* ("Korea to")
- Hindi: *Kamra m?* ("room in")
- German: *dir gegenüber* ("you opposite"); *ihr zuliebe* ("her sake for"), *ihm zufolge* ("him according to")

Other examples in Korean:

<u>English</u>	<u>Korean:</u>
house	<i>jip</i>
in the house	<i>jip-an</i>
school	<i>hac gyo</i>
at school	<i>hac gyo esa</i>

The Navajo language also uses postpositions.

English has one postposition: "ago"; however, English also has a tendency to form postpositional compound words, such as "thereafter" and "wherein", a quality likely borrowed from Latin, a fellow prepositional language. Some English speakers also tend to use prepositions postpositionally when their objects are interrogative pronouns, such as in "Where to?" or "What for?".

The possessive 's and ' might be considered postpositions.

A postpositional particle that is attached to a noun in English would be *-ward*, as in *homeward* and *earthward*.

A CLOSER LOOK AT PREPOSITIONS

Most of the prepositions in English are simple, one-word prepositions. Some are multi-word prepositions (also called two-word, three-word, or compound prepositions). See the lists below.

In the English language we have approximately 70 simple prepositions. About half of them have two syllables (*under, over, behind, without*) or more (*underneath, notwithstanding*).

Notice that many of these words show location (*on, off, behind, under, etc.*), some show time (*before, after*), while others show less concrete relationships (*of, for, to, with*).

SIMPLE PREPOSITIONS

aboard	at	down	on	to
about	before	during	onto	toward
above	behind	except	opposite	towards
across	below	far from	out	under
after	beneath	for	outside	underneath
against	beside	from	over	until
along	besides	in	past	unto
alongside	between	inside	per	up
amid	beyond	into	round	upon
amidst	but	like	since	via
among	by	near	through	with
around	concerning	of	throughout	within
as	despite	off	till	without

COMPOUND PREPOSITIONS

according to	in a manner similar to	in the nature of
ahead of	in accordance with	inasmuch as
as far as	in addition to	instead of
as opposed to	in back of	near to
as to	in case of	next to
at that point in time	in close proximity with	on behalf of
at this point in time	in excess of	on the basis of
back from	in favor of	on top of
back to	in front of	out of
because of	in lieu of	prior to
by means of	in light of	pursuant to
by reason of	in order to	similar to
by virtue of	in receipt of	subsequent to
close to	in regard to	up to
contrary to	in relation to	with a view to
due to	in routine fashion	with reference to
during the course of	in spite of	with regard to
for the purposes of	in terms of	with respect to
for the reason that	in the event that	
from the point of view of	in the immediate vicinity of	

MOST COMMON PREPOSITIONS

These are the 9 most frequently used prepositions:

at	by	for
from	in	of
on	to	with

However, this grouping is somewhat misleading, because each form has multiple meanings and functions.

POSITIONING

The position of the preposition can vary depending on whether its use is formal or informal.

Simple Prepositional Phrase:

Formal: **At** what are you looking?

Informal: What are you looking **at**?

In Adjective Clause:

Formal: I will paint the chair **in** which I'm sitting.

Informal: I will paint the chair I'm sitting **in**.

In Relative Clause:

Formal: I know the place **about** which you spoke.

Informal: I know the place you spoke **about**.

There was controversy at one time regarding this positioning. Things have changed in more recent times.

PRESCRIPTIVE GRAMMAR

Traditional grammar reflects the approach to language known as *prescriptivism* (p. 366) – the view that one variety of a language has an inherently higher value than others and ought to be the norm for the whole

of the speech community. A distinction is often drawn between *prescriptive rules*, which state usages considered to be acceptable, and *proscriptive rules*, which state usages to be avoided – grammatical ‘do’s and don’ts’. In fact the ‘Thou Shalt Not’ tradition predominates, with most recommendations being phrased negatively.

A GRAMMATICAL TOP TEN

This table lists the ‘top ten’ complaints about grammar found in a survey of letters written to the BBC Radio 4 series *English Now* in 1986. One programme asked listeners to send in a list of the three points of grammatical usage they most disliked, as well as the three they most liked. The writers were also asked to give their age. Over a thousand letters arrived.

Of those writers who did mention their age, the vast majority were over 50. Many were over 70. Hardly anyone responded to the request for ‘usages liked’. On the other hand, only a few obediently restricted themselves to just three points under ‘usages disliked’. Several letters were over four pages long, full of detailed complaints. The longest contained a list of over 200 split infinitives which the listener had carefully noted over a period of a month.

The language of most letters was intemperate and extreme, talking about ‘pet hates’, and using apocalyptic metaphors to describe the writers’ feelings. The dozen reactions listed below are typical, and perhaps help to explain why it is so difficult to make progress in any debate about, for example, a grammatical curriculum in schools. Grammar, for some reason, raises the most deep-rooted of hackles.

abomination	appal
blood boil	cringe
drive me wild	grate
grind my teeth	horrified
irritant	pain to my ear
prostitution	shudder

Many listeners felt that they were observing something new in the language – a trend of the permissive 1980s, or perhaps the particular result of slackness at the BBC itself. However, the usage issues on these pages have a much longer history: for example, many are referred to by Dean Alford in *The Queen’s English* (1869), long before the BBC was born, and several go back another century or more. That is the way of it with grammatical shibboleths: they do not readily die.

Complaint

1 *I* should not be used in *between you and I*. The pronoun should be *me* after a preposition, as in *Give it to me* (p. 203).

2 Split infinitives should not be used (see facing page).

3 *Only* should be next to the word to which it relates. People should not say *I only saw Jane* when they mean *I saw only Jane*.

4 *None* should never be followed by a plural verb. It should be *None was left on the table*, not *None were left on the table*.

5 *Different*(ly) should be followed by *from* and not by *to* or *than*.

6 A sentence should not end with a preposition. We should say *That was the clerk to whom I gave the money*, and not *That was the clerk I gave the money to*.

7 People should say *I shall/you will/he will* when they are referring to future time, not *I will/you shall/he shall*.

8 *Hopefully* should not be used at the beginning of a sentence as in *Hopefully, Mary will win the race*.

9 *Whom* should be used, not *who*, in such sentences as *That is the man whom you saw*. The pronoun is the object of the verb *saw*, and should be in the objective case (p. 203).

10 Double negatives should be avoided, as in *They haven’t done nothing*.

Comment

This is an interesting instance of the effect traditional grammatical attitudes can have on intuitions. Many educated people are unconsciously aware of the way these grammars have criticized *me* in other constructions, recommending *It is I* instead of *It is me*. They have a vague feeling that *I* is somehow the more polite form, and thus begin to use it in places where it would not normally go.

The context usually makes it obvious which sense is intended. It is wise to be careful in writing, where ambiguity can arise; but spoken usage is hardly ever ambiguous, because *only* is always linked with the next word that carries a strong stress. Note the difference between *I only saw JANE* (and no one else) and *I only SAW Jane* (I didn’t talk to her).

Traditional grammars see *none* as a singular form (= ‘no one’), which should therefore take a singular verb. But usage has been influenced by the plural meaning of *none*, especially when followed by a plural noun. *None of the books were left on the table* means ‘They were not on the table’. Concord (p. 221) is often affected by meaning in this way.

Traditional grammarians were impressed by the meaning of the first syllable of this word in Latin (*dis-* = ‘from’), and argued that the historical meaning was the correct one (p. 136). But to have come to be the more frequent British usage, perhaps because of the influence of *similar to*, *opposed to*, etc. *Than* is often objected to in Britain because of its supposed connection with American English (p. 441).

This usage was probably first introduced by John Dryden in the 17th century, and shows the influence of Latin grammar, where prepositions usually preceded nouns. It has never reflected colloquial practice in English, though in formal English the prescriptive rule tends to be followed (p. 367). To alter someone’s practice can be dangerous, as in Winston Churchill’s famous reaction to secretarial changes made to his usage: ‘This is the sort of English up with which I will not put’.

Traditional grammars have tried to regularize the use of these auxiliary verbs (p. 212) since the 18th century, but it is doubtful whether the words ever followed the neat usage patterns recommended. Certainly there has been a tendency to replace *shall* by *will* for well over a century. It is now hardly ever used in American, Irish, or Scots English, and is becoming increasingly less common in other varieties. Usages such as *I’ll be thirty next week* are now in the majority.

This is a fairly modern usage, so the fact that it has attracted such criticism shows that the prescriptive tradition is alive and well. People argue that it is the speaker, not Mary, who is being hopeful in this example, and so a better construction would be *It is hoped that* or *I hope that*. But *hopefully* is one of hundreds of adverbs which are used in this way (*frankly*, *naturally*, etc.), and this general pattern has prevailed. It is unclear why *hopefully* has been singled out for criticism.

The *whom* construction has developed very formal overtones, and in informal speech people often replace it by *who*, or drop the relative pronoun altogether: *That’s the man you saw*. It remains the norm for formal writing. Note that a stylistic clash would occur if the informal contracted verb were used with the formal relative pronoun: *That’s the man whom you saw*.

This construction is no longer acceptable in Standard English, though it was normal in earlier periods of the language (p. 70). It is now common in nonstandard speech throughout the world. Traditional grammarians condemn it on logical grounds – that the two negatives cancel each other out, as minus signs would in mathematics. However, in nonstandard usage a different criterion applies: here, extra negative forms add emphasis. *They haven’t done nothing* means ‘They really haven’t done anything’ and not ‘They have done something’.

WHY FOCUS ON PREPOSITIONS?

1. Ideas conveyed by prepositions are very important.

He ran **to the bus**. vs. He ran **from the bus**.

2. Language learners often put a “marker” in place of the word.
They know something must go there.

He ran **‘uh’** the corner.

3. There are strong and weak forms in pronunciation that can be missed.

Examples of some weak forms:

I came **frəm** Texas **wɪt** my cousin.

I'll take four **ə** those cookies.

I went **tə** Chicago last weekend.

STRONG AND WEAK FORMS			
<p>Nearly 50 words in English can be pronounced in two distinct ways, depending on the degree of force with which they are uttered. They are all words which perform a grammatical function – determiners, pronouns, auxiliary verbs, prepositions, conjunctions, and particles. <i>Strong</i> (or <i>full</i>) forms are used when the word is said in isolation or is being emphasized. <i>Weak</i> forms are normal in connected speech: peripheral vowels (those which are articulated towards the edge of the vowel area in the mouth, p. 238) are replaced by those of a more central quality, and some consonants may be elided. Weak forms are sometimes represented in writing, though not usually very accurately (<i>bacon 'n eggs, cup o' coffee</i>).</p> <p>In the following examples, the strong forms are given on the left and the weak forms on the right.</p>	and	ænd	ən, n
	that	ðæt	ðæt
	his	hɪz	ɪz
	from	frəm	frəm
	of	ɒv	əv, v, ə
	to	tu:	tə, tə
	some	səm	səm, sm
	there	ðeə	ðə
	have	hæv	əv, v, ə
	were	wɜ:	wə
	do	du:	də, du
	must	mʌst	məs, məst
<p>In many cases, we need to take note of context. For example, <i>there</i> as an adverb of place (<i>Look over there</i>) is always strong; but at the beginning of an existential sentence (p. 231) it is always weak (<i>There's no place like home</i>). Also, different forms may appear before consonants and before vowels: compare <i>I must go</i> (/məs/) and <i>I must eat</i> (/məst/), or <i>for tea</i> (/fə/) and <i>for Ann</i> (/fər/).</p>			

4. And...mistakes are even made by native English speakers.

- up to high school age teenagers
- heard on TV news: “There are people accused **with** these crimes.”

“WITH WHOM” DO THE PREPOSITIONS HANG OUT?

Many English verbs and adjectives occur with one and only one preposition. Such prepositions must be learned as an integral part of the verb or adjective (as part of the lexical unit).

Here are several lists:

Common Verb + Preposition Combinations					
admit to	believe in	count on	insist on	rely on	talk about
advise against	choose between/among	deal with	look forward to	resort to	think about
apologize for	complain about	dream about/of	object to	succeed in	wonder about
approve of		feel like/about	plan on		

Common Adjective + Preposition Expressions				
be accustomed to	be capable of	be fed up with	be pleased about	be slow at
be afraid of	be careful of	be fond of	be ready for	be sorry for/about
be amazed at/by	be concerned about	be glad about	be responsible for	be surprised at/about/by
be angry at	be content with	be good at	be sad about	be terrible at
be ashamed of	be curious about	be happy about	be safe from	be tired of
be aware of	be different from	be interested in	be satisfied with	be used to
be awful at	be excited about	be nervous about	be shocked at/by	be worried about
be bad at	be famous for	be opposed to	be sick of	
be bored with/by				

Verb + Preposition Combinations

Prepositions after Verbs:						
ABOUT		AT	IN	OF	ON	OVER
advise	know	aim	assist	advise	agree	argue
agree	laugh	glare	bask	complain	concentrate	battle
argue	lie	grab	cooperate	dream	expound	cry
ask	pray	hit	drown	hear	focus	fight
bother	question	laugh	help	inform	harp	grieve
brag	read	look	interest	know	insist	puzzle
care	remind	rush	invest	learn	report	sigh
complain	say	shoot	participate	remind	speak	worry
contact	sing	snatch	persist	sing	write	
cry	speak	stare	steep	speak		
do	talk	swing	submerge	talk		
dream	teach			tell		
fight	tell			think		
forget	think					
grieve	wonder					
harass	worry					
hear	write					
inform	yell					
joke						

Adjective + Preposition Combination

Adjectives before Prepositions							
ABOUT	AT	BY	FOR	IN	OF	TO	WITH
angry	aghast	amazed	eager	disappointed	afraid	addicted	annoyed
anxious	amazed	amused	concerned	interested	ashamed	committed	bored
bashful	amused	annoyed	grateful*		disrespectful	dedicated	content
concerned	angry	bewildered	prepared		envious	devoted	delighted
confused	annoyed	bored	ready		fond	faithful*	disappointed
crazy	astonished	confused	sorry		in favor	grateful*	disgusted
excited	astounded	disgusted			jealous	opposed	fascinated
faithful*	indignant	embarrassed			mindful		frustrated
glad	shocked	fascinated			proud		happy
happy	speechless	frustrated			repentant		impressed
honest	surprised	irritated			respectful		irritated
mad	thrilled	shocked			sure		pleased
nervous	upset				suspicious		satisfied
objective					scared		thrilled
optimistic					sure		unhappy
pessimistic					terrified		upset
right					tired		
sad					trusting		
sick					uncertain		
silly					unsure		
sorry					wary		
unhappy							
upset							
worried							

*grateful to a person/grateful for a thing
 faithful to a person/faithful about doing something

Adjective + Preposition Combination

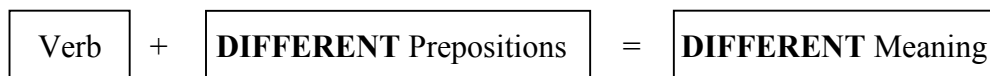
Adjectives before Prepositions					
OF someone	ABOUT something	WITH something or someone else	TO someone else	TOWARD someone else	ON someone else
bad careless charming crazy crude cruel evil good hateful honest ignorant irresponsible kind mean nasty nice responsible rude selfish sweet thoughtful thoughtless typical unconscionable understanding unkind	careless charming crazy cruel good honest kind mean nasty nice rude selfish sweet thoughtful thoughtless understanding unkind	awkward belligerent careful careless clumsy curt flexible forthcoming frank friendly generous honest impatient open patient stiff sympathetic truthful	charming considerate courteous cruel faithful friendly good gracious hateful helpful hospitable inhospitable kind mean nice polite rude sweet sympathetic truthful unkind	affectionate charitable considerate cool courteous friendly gracious hospitable inhospitable menacing spiteful sympathetic thoughtful warm	easy hard rough soft strict tough

Preposition + Noun Combinations

Prepositions before Nouns				
IN	WITH		IN/WITH	
assent	abandon	humility	anger	dread
cold blood	anger	indifference	apprehension	earnest
compliance	care	kindness	approbation	fairness
confusion	compassion	joy	approval	fear
consent	courage	love	compassion	friendship
defeat	delight	malice	confidence	gratitude
disgrace	despair	optimism	contempt	grief
disobedience	discretion	pleasure	defiance	happiness
dissent	disdain	pride	delight	kindness
desolation	distress	regard	despair	pain
fun	enthusiasm	sadness	disappointment	relief
person	fear	shame	disbelief	sadness
private	feeling	skill	disdain	shame
public	glee	sympathy	disgust	sorrow
reaction	grace	tenderness	dismay	sympathy
someone's absence	gratitude	thanks	distress	trust
someone's presence	happiness	understanding		
	hatred			

Nouns after Prepositions					
AT	IN		ON	OUT OF	UNDER
attention	a hurry	disarray	a roll	breath	consideration
ease	a mess	disaster	approval	commission	construction
leisure	a mood	disgrace	board	control	discussion
peace	a rage	disorder	call	danger	investigation
play	a stew	doubt	course	focus	suspicion
rest	anguish	dread	display	gear	
risk	awe	fear	duty	luck	
war	bankruptcy	focus	edge	order	
work	captivity	gear	fire	practice	
	chaos	good health	guard		
	charge	jail	high/low volume		
	check	luck	high/low speed		
	circulation	hot water	hold		
	comfort	love	leave		
	commission	need	loan		
	condition	order	one's best behavior		
	confinement	pain	order		
	conflict	power	parole		
	confusion	ruins	record		
	control	session	sale		
	danger	shape	schedule		
	debt	sickness	stand-by		
	demand	tears	strike		
	despair	trouble	tap		
			target		
			track		
			trial		
			vacation		

WHAT'S THE MEANING OF THIS?



Sometimes the same verb with two different prepositions will have significantly different meanings.

provide for	You should provide <i>for</i> your old age now. (make provisions for)
provide with	The Red Cross provided us <i>with</i> blankets. (gave blankets to us)
argue about	We argued <i>about</i> politics. (topic)
argue with	We argued <i>with</i> the professor. (participant)



Sometimes two different prepositions can be used with the same verb with little or no change of meaning.

compete with	Joe competes <i>with</i> his older brother too much.
compete against	Joe competes <i>against</i> his older brother too much.



Sometimes the same preposition can have two different meanings.

I bought the gift *for* Mary. (I bought a gift and gave it to Mary for her birthday.)
 I bought the gift *for* Mary. (Mary didn't have time to buy a gift. She asked me to do her a favor, so I bought it for her, and then she gave it to her friend for her friend's birthday.)

He robbed the bank <i>with</i> a gun.	(instrument)
He robbed the bank <i>with</i> his brother.	(participant)

There are some prepositions that co-occur

from...to	(distance range, time range, or range of degree) Bill walked <i>from</i> the bus stop <i>to</i> the liquor store.
from... until/till	(time range only) Class is <i>from</i> 8 <i>till</i> 10.
out of...into	(change of enclosure or state) We got <i>out of</i> the car and <i>into</i> the van.
off (of)...on (to)	(change of location with verbs like <i>take</i> and <i>put</i>) Take <i>off</i> your coat and put <i>on</i> your sweater.

* * *

The prepositions *out*, *over*, and to a certain extent *under*, have formed numerous verb compounds, some of which are frequent and common vocabulary items in English.

<u><i>out</i> + <i>V</i></u>	<u><i>over</i> + <i>V</i></u>	<u><i>under</i> + <i>V</i></u>	} similar meanings
outdo	overdo	underestimate	
outrun	overrate	underrate	
outlast	overeat	underline	} similar meanings
outgrow	overcome	underscore	

ERRORS ERRORS ERRORS
(\$#@*& Prepositions!)

Non-native speakers of English tend to have three types of problems with prepositions:

1. Using the wrong preposition, e.g.:

*My grandfather picked the name *on* me. (for)

2. Omitting a required preposition, e.g.:

*I served the Army until 1964. (in)

3. Using a superfluous preposition, e.g.:

*I studied *in* Biology for three years.

* * *

Many errors occur with the prepositions *in*, *on*, and *at*. These prepositions, all associated with temporal and spatial relationships, are easily confused.

1. Spatial meanings of *in*, *on*, *at*:

John is standing *on* the sidewalk.
(two-dimensional)

John is *in* the house. (three-dimensional)

John is *at* the corner. (one-dimensional:
point/intersection)

John is *at* the door/window. (in the general area)

- ## 2. Temporal meanings of *in*, *on*, *at*:

It happened *in* 1960. (for months, seasons, years, and periods of the day—including *the morning, evening, afternoon*)

It happened *on* Dec. 10. (for dates and days of the week)

It happened *at* 9:15. (for times of the day—includes *noon*, *midnight*, *night*, *dawn*, *dusk*, *sunrise*, and *sunset*.)

3. Source meanings of *from* and *(out) of*:

Paper is made *from* wood. (source not visibly obvious)

This table is made *(out) of* wood. (source not visibly obvious)

4. Temporal use of *in/within* (not the contrast:

Come back *in* 30 minutes. (30 minutes from now)

Come back *within* 30 minutes. (refers to duration of span)

5. *Since/for* to express spans of time:

I have lived here *since* 1960. (refers to beginning of span)

I have lived here *for* 16 years. (refers to duration of span)

NATIVE LANGUAGE INTERFERENCE

Serbian-Croatian-Bosnian

English: for

Usual translation: za

Thanks for everything.

(na ordinarily mean on)

Hvala na svemu.

English: on

Usual translation: na

That depends on you.

(od ordinarily means from)

To zavisi od vas.

English: from

Usual translation: od

He's coming from the station.

(sa ordinarily mean with)

Dolazi sa stanice.

German

English: to

Usual translation: zu

Welcome to America.

(in ordinarily means in)

Willkommen in Amerika.

English: on

Usual translation: auf

That depends on you.

(von ordinarily means of)

Das hängt von dir ab

French

English: for

Usual translation: pour

Thanks for your message.

(de ordinarily means of)

Merci de votre message

English: on

Usual translation: sur

It depends on you.

(de ordinarily means of)

Cela dépend de vous.

Spanish

English: at

Usual translation: a

I laughed at the program.

(de ordinarily mean of)

Me reí del programa.

English: for

Usual translation: with

I looked for my keys.

NO PREPOSITION USED IN SPANISH

Busqué mis llaves.

English: none

No translation needed

I leave home early every day.

NO PREPOSITION USED IN ENGLISH

Salgo de la casa temprano todos los días.

SIDEBAR FOR PHRASAL VERBS

Phrasal verbs do not have prepositions, they have particles.

Notes	Examples
A phrasal verb (also called a two-part or two-word verb) consists of a <u>verb + particle</u>	Let's figure out this problem now.
Verb + Particle = Phrasal Verb	Ho called in a consultant.
Particles and prepositions look the same. However, particles are <u>part of the verb phrase</u> , and they often <u>change the meaning</u> of the verb.	She's looking up at the roof. (She's looking in the direction of the roof). She's looking up the word. (She's searching for the word in the dictionary.)

<p>The verb and particle are usually common words, but their separate meanings may not help one to guess the meaning of the phrasal verb.</p>	<p>They set up a business last year.</p> <p>It didn't catch on right away.</p> <p>They put up a new entrance.</p>								
<table> <tr> <th>PHRASAL VERB</th><th>MEANING</th></tr> <tr> <td>set up</td><td><i>establish</i></td></tr> <tr> <td>catch up</td><td><i>become popular</i></td></tr> <tr> <td>put up</td><td><i>erect</i></td></tr> </table> <p>NOTE: Phrasal verbs are much more common in everyday speech than their one-word equivalents. Like other verbs, phrasal verbs often have more than one meaning.</p>	PHRASAL VERB	MEANING	set up	<i>establish</i>	catch up	<i>become popular</i>	put up	<i>erect</i>	<p>We're putting up signs for our business. NOT We're erecting signs...</p> <p>Please turn down the radio. The music is too loud. (<i>Please lower the volume.</i>)</p> <p>Bill didn't get the job. They turned down his application. (<i>They rejected his application.</i>)</p>
PHRASAL VERB	MEANING								
set up	<i>establish</i>								
catch up	<i>become popular</i>								
put up	<i>erect</i>								

<p>Many phrasal verbs are transitive. (They take a direct object.)</p>									
<table> <tr> <th>PHRASAL VERB</th><th>MEANING</th></tr> <tr> <td>pick out something</td><td><i>select</i></td></tr> <tr> <td>call up someone</td><td><i>phone</i></td></tr> <tr> <td>lay out something</td><td><i>spend</i></td></tr> </table>	PHRASAL VERB	MEANING	pick out something	<i>select</i>	call up someone	<i>phone</i>	lay out something	<i>spend</i>	<p>Pick out <i>the chair</i> you like best.</p> <p>Call up <i>the consultant</i>.</p> <p>Mr. Ho laid out <i>a fortune</i>.</p>
PHRASAL VERB	MEANING								
pick out something	<i>select</i>								
call up someone	<i>phone</i>								
lay out something	<i>spend</i>								

<p>Most transitive phrasal verbs are separable. This means that a <u>noun object</u> can go...</p> <p>a. <u>after</u> the particle OR b. <u>between</u> the verb and the particle.</p> <p>Notice that when the noun object is <u>part of a long phrase</u>, we <u>do not separate</u> the phrasal verb.</p> <p>NOTE: If the direct object is a <u>pronoun</u>, it must go <u>between the verb and the particle</u>.</p>	<p>They tore down <i>the entrance</i>.</p> <p>They tore <i>the entrance down</i>.</p> <p>Ho tried out the complex theories of feng shui. NOT Ho tried the complex theories of feng shui out.</p> <p>I didn't understand the word so I looked it up in the dictionary. NOT I looked up it.</p>						
<p>Some phrasal verbs are intransitive. (They do not take an object.)</p> <table border="1" data-bbox="167 961 808 1068"> <thead> <tr> <th>PHRASAL VERB</th><th>MEANING</th></tr> </thead> <tbody> <tr> <td>catch on</td><td><i>become popular</i></td></tr> <tr> <td>sit down</td><td><i>take a seat</i></td></tr> </tbody> </table>	PHRASAL VERB	MEANING	catch on	<i>become popular</i>	sit down	<i>take a seat</i>	<p>Feng shui has caught on all over. Sit down over there.</p>
PHRASAL VERB	MEANING						
catch on	<i>become popular</i>						
sit down	<i>take a seat</i>						

There are very few non-Germanic languages that have phrasal verbs. Thus most non-native speakers usually find such verbs strange and difficult. Yet they are such an important part of colloquial English that no one can speak or understand conversational or informal English easily without a knowledge of phrasal verbs. Some non-native speakers have a tendency to overuse single lexical items (single words) in informal contexts where a phrasal verb would be much more appropriate, e.g.:

- Question: Do you need an ashtray?
- a. Answer: Yes, I want to *extinguish* my cigarette.
- b. Answer: Yes, I want to *put out* my cigarette.

Response *a* sounds pedantic and awkward to native speakers since the single lexical item is formal and the context is informal. The phrasal verb equivalent given in *b* would thus be much more appropriate.

Some Common Transitive Phrasal Verbs

(s.o. = someone s.t. = something)

Note: *Separable phrasal verbs* are shown with the object between the verb and the particle (*call s.o. up*). *Inseparable phrasal verbs* are shown with the object after the particle (*carry on s.t.*). Verbs which *must be separated* are shown with an asterisk (*) (*do s.t. over*). Other separable verbs can take the noun object either between the verb and the particle or after the particle (*call Jan up* OR *call up Jan*). These verbs must, however, be separated by a pronoun object (*call her up* NOT ~~*call-up her*~~).

PHRASAL VERB

ask s.o. over*
block s.t. out

blow s.t. out
blow s.t. up

bring s.t. about
bring s.o. or s.t. back
bring s.o. down*

bring s.t. out
bring s.o. up

bring s.t. up
burn s.t. down

call s.o. back
call s.o. in

call s.t. off
call s.o. up

carry on s.t.
carry s.t. out

charge s.t. up
cheer s.o. up

clean s.o. or s.t. up
clear s.t. up

MEANING

invite to one's home
stop from passing through (light/noise)
stop burning by blowing on it
1. make explode
2. fill with air (a balloon/water toy)
3. make something larger (a photograph)

make happen

return

depress

introduce (a new product/book)

raise (children)

bring attention to

burn completely

return a phone call

ask for help with a problem

cancel

phone

continue

conduct (an experiment/a plan)

charge with electricity

cause to feel happier

clean completely

clarify

PHRASAL VERB

close s.t. down
come off s.t.

come up with s.t.
count on s.o. or s.t.

cover s.o. or s.t. up
cross s.t. out

cut s.t. down
cut s.t. off

cut s.t. out

do s.t. over*

do s.o. or s.t. up

draw s.t. together

dream s.t. up

drink s.t. up

drop s.o. or s.t. off

drop out of s.t.

empty s.t. out

figure s.o. or s.t. out

fill s.t. in

fill s.t. out

fill s.t. up

find s.t. out

follow through with s.t.

get s.t. across

MEANING

close by force

become unattached

invent

depend on

cover completely

draw a line through

bring down by cutting (a tree)

1. stop the supply of

2. remove by cutting

remove by cutting

do again

make more beautiful

unite

invent

drink completely

take someplace

quit

empty completely

understand (after thinking about)

complete with information

complete (a form)

fill completely

learn information

complete

get people to understand an idea

PHRASAL VERB	MEANING	PHRASAL VERB	MEANING
get out of s.t.	leave (a car/taxi)	see s.t. through*	complete
get s.t. out of s.t.*	benefit from	set s.t. off	cause to explode
give s.t. away	give without charging money	set s.t. up	1. prepare for use 2. establish (a business/an organization)
give s.t. back	return	show s.o. or s.t. off	display the best qualities
give s.t. out	distribute	shut s.t. off	stop (a machine/light)
give s.t. up	quit, abandon	start s.t. over*	start again
go after s.o. or s.t.	pursue	stick with/to s.o. or s.t.	not quit, not leave
go along with s.t.	support	straighten s.t. up	make neat
hand s.t. in	submit work (to a boss/teacher)	switch s.t. on	start (a machine/light)
hand s.t. out	distribute	take s.t. away	remove
hang s.t. up	put on a hook or hanger	take s.o. or s.t. back	return
help s.o. out	assist	take s.t. down	remove
hold s.t. on	keep attached	take s.t. in	notice, understand, and remember
keep s.o. or s.t. away	cause to stay at a distance	take s.t. off	remove
keep s.t. on*	not remove (a piece of clothing/jewelry)	take s.o. on	hire
keep up with s.o. or s.t.	go as fast as	take s.t. on	agree to do
lay s.o. off	end employment	take s.t. out	borrow from a library
lay s.t. out	1. spend (money) 2. arrange according to a plan	talk s.o. into*	persuade
leave s.t. on	1. not turn off (a light/radio) 2. not remove (a piece of clothing/jewelry)	talk s.t. over	discuss
leave s.t. out	omit	team up with s.o.	start to work with
let s.o. down	disappoint	tear s.t. down	destroy
let s.o. or s.t. in	allow to enter	tear s.t. up	tear into small pieces
let s.o. off	allow to leave (a bus/car)	think back on s.o. or s.t.	remember
let s.o. or s.t. out	allow to leave	think s.t. over	consider
light s.t. up	illuminate	think s.t. up	invent
look s.o. or s.t. over	examine	throw s.t. away/out	discard
look s.t. up	try to find (in a book/on the Internet)	touch s.t. up	improve by making small changes
make s.t. up	create	try s.t. on	put clothing on to see if it fits
move s.t. around	change the location	try s.t. out	use to see if it works
pass s.t. out	distribute	turn s.t. around	change the direction so the front is at the back
pass s.o. or s.t. up	decide not to use	turn s.o. or s.t. down	reject
pay s.o. or s.t. back	repay	turn s.t. down	lower the volume (a TV/radio)
pick s.o. or s.t. out	1. select 2. identify	turn s.t. in	submit
pick s.o. or s.t. up	lift	turn s.o. or s.t. into*	change from one form to another (slang) destroy interest
point s.o. or s.t. out	indicate	turn s.o. off	stop (a machine/light)
put s.t. away	put in an appropriate place	turn s.t. off	stop (a machine/light)
put s.t. back	return to its original place	turn s.t. on	start (a machine/light)
put s.o. or s.t. down	stop holding	turn s.t. over	turn something so the top side is at the bottom
put s.t. off	postpone	turn s.t. up	raise the volume (a TV/radio)
put s.t. on	cover the body	use s.t. up	use completely, consume
put s.t. together	assemble	wake s.o. up	awaken
put s.t. up	erect	work s.t. off	remove by work or activity
run into s.o.	meet accidentally	work s.t. out	solve
		write s.t. down	write on a piece of paper
		write s.t. up	write in a finished form

Some Common Intransitive Phrasal Verbs

PHRASAL VERB

blow up
break down
break out

MEANING

explode
stop functioning
occur suddenly

PHRASAL VERB

burn down
call back
catch on

MEANING

burn completely
return a phone call
become popular

PHRASAL VERB

clear up
close down
come about
come along
come back
come in
come off
come out
come up
dress up
drop in
drop out
eat out
empty out
end up

MEANING

become clear
stop operating
happen
accompany
return
enter
become unattached
appear
arise
wear special clothes
visit unexpectedly
quit
eat in a restaurant
empty completely
1. do something unexpected or unintended
2. reach a final place or condition
become detached
learn information
complete
act playful
make progress, succeed
relate well
return
survive
meet
rise from bed
quit
return
explode (a gun/fireworks/a rocket)
continue
leave

PHRASAL VERB

go over
go up
grow up
hang up
hold on

keep away
keep on
keep up
lie down
light up
look out
make up
pay off
pick up
play around
run out
show up
sign up
sit down
slip up
stand up
start over
stay up
straighten up
take off
turn out
turn up
wake up
watch out
work out

MEANING

succeed with an audience
be built
become an adult
end a phone call
1. wait
2. not hang up the phone
stay at a distance
continue
go as fast as
recline
illuminate
be careful
reconcile
be worthwhile
improve
have fun
not have enough of
appear
register
take a seat
make a mistake
rise
start again
remain awake
make neat
depart (a plane)
have a particular result
appear
arise after sleeping
be careful
1. be resolved
2. exercise

Phrasal Verbs using “up”

(sth = something sb = somebody)

act up	come up against sth/sb	follow up	liven up
add up	come up for sth	foul up	load up on sth
add up to sth	come up on sth	freshen up	load sb (up) with sth
ante up	come up with sth	fuck up	lock up
back up	conjure sth up	gang up on sb	look up
bang sb/sth up	cook sth up	gas sth up	look up to sb
bear up	coop sb/sth up	gear up	loosen up
beat up	cough up	get up	louse up
beef sth up	cover up	giddy up	make up
belly up to sth	crack up	give up	make up for
blot sth up	creep up on sb/sth	give up on sb/sth	mark sb/sth up
blow up	crop up	go up	match up
board sth up	cuddle up	goof up	measure up
boil up	curl up	grow up	meet up
bone up on sth	cut up	gum sth up	mess up
bottle sth up	dam sth up	gussy sb/sth up	mix up
break up	deliver sth up	hang up	mock sth up
bring up	dig sth up	heat up	mop up
brush up (on) sth	dish sth up	hike sth up	move up
buck up	divvy sth up	hit sb up for sth	muck sth up
build up	do up	hitch sth up	open up
build up to sth	doll sb up	hold up	own up
bulk up	double up	hold sb/sth up as sth	pack up
bump sth up	drag sth up	hole up	pair up
burn up	draw up	hook up with sb	partner up
bust up	dream sth up	hurry up	pass sth up
butter sb up	dredge sth up	hush sth up	patch sth/sb up
buy up sth	dress up	jack sb/sth up	pay up
call up	drink sth up	jazz sth up	pep sb/sth up
camp sth up	drive sth up	join up	perk up
carve sth up	drum sth up	join up with sb/sth	pick up
catch up	dry up	juice sth up	pick up on
catch up on sth	dummy up	keep up	pile up
catch up with sb	ease up	kick up something	pipe up
chalk sth up	eat up	kiss up to sb	play sth up
check up on sb/sth	end up	knock sb up	play up to sb
cheer up	face up to sth	lap sth up	point sth up
chew sb/sth up	fatten sb/sth up	lay sb/sth up	polish sth up
choke up	feed sb up	lead up to sth	pony up
churn up	feel sb up	let up	pop up
clam up	feel up to sth	lick sth up	power sth up
clean up	‘fess up	light up	prick up
clear up	fill up	limber up	prop sth up
clock up sth	fire sth/sb up	line up	psych sb/yourself up
close up	firm sth up	link up	puff up
cloud up	fix up	listen up	pull up
come up	flub up	live up to sth	pump sth up

pump sb up
 put up
 put sb up to sth
 put up with sb/sth
 rack sth up
 rake sth up
 ramp up
 read up on sth
 reckon sth up
 render sth up
 rev up
 ride up
 ring sth up
 rip sth up
 roll up
 root sth up
 rough sb up
 round sb/sth up
 run sth up
 run up against sth/sb
 rustle sth up
 saddle up
 scare sth up
 scoop sth up
 screw up
 scrub up
 seize up
 send up
 serve sth up
 set up
 settle up

sew sb/sth up
 shack up
 shake up
 shape up
 shoot up
 shore sth up
 show up
 shut up
 sign up
 silt up
 sit up
 size sb/sth up
 slip up
 smash sth up
 snap sb/sth up
 snatch sth up
 sneak up
 soak sth up
 sober up
 soften sb/sth up
 sop sth up
 soup sth up
 speak up
 speed up
 spit sth up
 split up
 spring up
 spruce up
 square up
 stack up
 stand up

stand up for sb/sth
 stand up to sb/sth
 start up
 stay up
 steam up
 step up
 stick up
 stick up for sb
 stink sth up
 stir up
 stitch sth up
 stock up
 stoke up
 stop sth up
 straighten up
 strike up
 string sth/sb up
 suck up
 sum up
 swallow sb/sth up
 sweep up
 take up
 take sb up on sth
 take up with
 tank up
 tart up
 team up
 tear up
 think sth up
 throw up
 tie up

tone sth/sb up
 tool up
 top sth up
 tot sth up
 total sth up
 touch sth up
 trade up
 trip up
 trump sth up
 tune up
 turn up
 wad sth up
 wait up
 wake up
 wake (up) to
 wall sth up
 warm up
 warm up to
 wash up
 whip up
 wind up
 wipe sth up
 wise up
 work up
 work up to sth
 wrap up
 write sth/sb up
 yield sth up
 zip up

SO, WHAT CAN NON-NATIVE SPEAKERS DO?

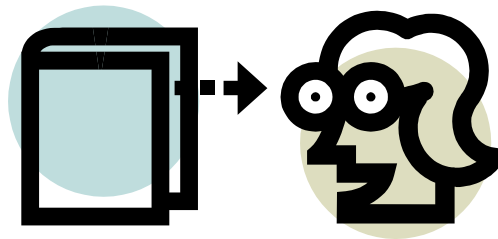
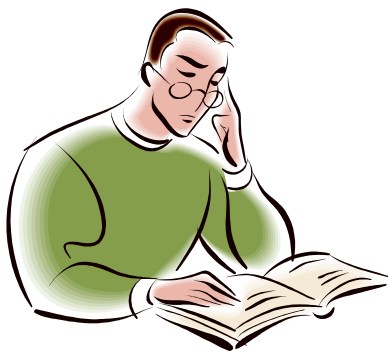
1. Be aware of the problem with prepositions (and phrasal verbs).

KNOWLEDGE IS POWER!

Know about the

- grammatical structures
- complexities
- possible interference errors

2. Know the importance of prepositions (and phrasal verbs).
3. Focus on prepositions, think about them, and be pro-active in improving on them.
4. Use a dictionary and word-study aids (flash cards, these handouts, etc.)
5. They just have to be learned – one at a time or in groups.



For a short while after the conference, this handout will be available for free downloading as a PDF document from my website: www.bobgrubic.com.

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Answers to crossword puzzle on p. 5

