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The Appropriate Techniques of Using Prepositions in EFL Classrooms:
A case Study of Educational Sciences Students, El-kamleen Locality Gezira State, Sudan 2018.

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B.A In Omdurman Islamic University- Faculty of Education - English Language Department (2014)

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The Appropriate Techniques of Using Prepositions in EFL Classrooms:  
A Case Study, Faculty of Educational Sciences, University of Gezira,  
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Date /1/ 2018
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Date of Examination: 20/1/2018
Dedication

I would like to dedicate this research to those who guided and learned me my father, mother, beloved uncle Wad Bushara, also to my generous family and teachers, friends and dearest friends Mohammed Idress and Abdulgadir yousif.
Acknowledgments

All thanks are due to Allah for helping me achieving this research and for lightening my path. I would like to express my great appreciations, to my supervisor, Dr. Alhaj Ali Adam and also the thanks expanded to my co-supervisor and external examiner for their guidance and encouragement. I would like also to express my sincere thanks to the teachers who participated in responding to the questionnaire. Finally, I am grateful to all those who offer help and encouragement to reach this stage.
The Appropriate Techniques of Using Prepositions in EFL classrooms: A Case Study, Faculty of Educational Sciences, University of Gezira, Sudan (2018)
Mohammed Yousif Babiker Alawad

Abstract

The importance of prepositions as a part of grammatical system can be used in everywhere in writing and speaking, that what pushed the researcher to investigate in how prepositions can be used in the possible usage and this study has consisted some of problems that face learners in the process of prepositions use and stated that, prepositions use is confusive and complex process by it's nature so that there is no adjusted system or form to use prepositions through them. Researcher in this study has up held this topic in different angles as to help on knowledge of prepositions' nature as definition of prepositions, some grammar schools views, classifications of prepositions, semantical view and function of prepositions and prepositions position in sentence. Researcher has been enough by writing down most of simple prepositions and examples of how are diverse in use and in function when it change from preposition in to other grammatical part (noun, adjective adverb and conjunction). The researcher used the descriptive analytical method. The sample of the study consist of (40) EFL students of educational sciences at El-kamleen locality Gezira university, and the sample has chosen randomly. A questionnaire was used as data collection and analyzed by using statistical package for social sciences (spss). And the study found out many results such as prepositions are items from overlapping grammatical items with other and also prepositions have more than one meaning and it's position in sentence is not determined. It can be seen from different angles as the meaning, form and function, there are not fixed rules to help in choosing which prepositions to use correctly, prepositions are not words which have no meaning at all, and they are not a words with a clearly determined meaning. Researcher suggest that, to know and understand the prepositions use as possible as can you should know them from analytic angles consist of the use, meaning and form connected together in linguistic context in English sentence and dose not from prepositions use or meaning or form as unique stand alone. According to what the researcher has found out of results in this the study recommend by that, there should be suitable time to any grammatical item in the process of teaching. Prepositions have not unique form to be recognized and have different meaning position and function so that teachers should make exertion of effort to facilitate prepositions complexity regarding to their meanings, functions and positions. Teacher should apply new strategies for teaching prepositions. Students should be motivated and be aware of learning prepositions. Teachers should introduce students to different types of prepositions through giving them more exercises.
الأساليب الممكنة لاستخدام حروف الجر في فصول درس اللغة الإنجليزية كلغة أجنبية: دراسة حالة، كلية العلوم التربوية، جامعة الجزيرة، السودان (2018)

محمد يوسف بابكر العوض

ملخص الدراسة

حروف الجر كجز من النظام النحوي تستخدم في كل مكان في الكتابة والحديث. لذلك، فالباحث ليس فقط يبحث في كيفية استخدام حروف الجر، بل يبحث في كيفية استخدامها بشكل صحيح. ونتوسل أن حروف الجر لها أكثر من معنى وموقعها في الجملة معقدة ومتنوعة. وملخص الدراسة(matrix) حيث أوجزنا فيها بعض المشاكل التي تواجه المتعلمين في عملية استخدام حروف الجر. ونتوصى بأن يتورط الأتاسي في تدريس حروف الجر بالنظر إلى معاناتها ووظيفتها وصيغتها في الصياغة اللغوية للجملة الإنجليزية.

الطريقة التحليلية الوصفية

تستخدم الباحث الطرق التحليلية الوصفية في هذه الدراسة وقد حوت هذه الدراسة بعض المشاكل التي تواجه المتعلمين في عملية استخدام حروف الجر. ونتوصى بأن يتورط الأتاسي في تدريس حروف الجر بالنظر إلى معاناتها ووظيفتها وصيغتها في الصياغة اللغوية للجملة الإنجليزية. ونتوصى بأن يتورط الأتاسي في تدريس حروف الجر بالنظر إلى معاناتها ووظيفتها وصيغتها في الصياغة اللغوية للجملة الإنجليزية.

ملاحظات:

1. حروف الجر تستخدم كجز من النظام النحوي في كل مكان في الكتابة والحديث.
2. حروف الجر لها أكثر من معنى وموقعها في الجملة معقدة ومتنوعة.
3. لا يوجد نظام ثابت أو قاعدة محكمة لتعمقها عملية استخدام حروف الجر.
4. على الأتاسي في تدريس حروف الجر بالنظر إلى معاناتها ووظيفتها وصيغتها في الصياغة اللغوية للجملة الإنجليزية.

استخدام الاستبيان كوسيلة لجمع البيانات حيث أستخدم برنامج الحزم الإحصائية (SPSS). وتوصلت الدراسة لنتائج منها أن حروف الجر عنصر من العناصر النحوية المتداخل مع غيرها ولهها أكثر من معنى وموقعها في الجملة.

لقد استخدم الباحث الطريقة التحليلية الوصفية في هذه الدراسة، وتوصلت الدراسة لنتائج منها أن حروف الجر عنصر من العناصر النحوية المتداخل مع غيرها ولهها أكثر من معنى وموقعها في الجملة.

نوصى الباحث بإعطاء الزمن المناسب لتدريس العناصر النحوية كل عنصري درس على حده في عملية التدريس. وكذلك قد أوصى الباحث الأساسي إلى أن يبتاعوا مجهود أكبر في تسهيل تعلم حروف الجر بالنظر إلى معاناتها ووظيفتها وصيغتها في الصياغة اللغوية للجملة الإنجليزية. ونتوصى بأن يتورط الأتاسي في تدريس حروف الجر بالنظر إلى معاناتها ووظيفتها وصيغتها في الصياغة اللغوية للجملة الإنجليزية.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Prepositions as a part of the grammatical system, prepositions seem to occur everywhere in speaking and writing (Morenberg, 1997). However, it is difficult to learn to use prepositions correctly as most of them have several different functions and there are not many rules to help in choosing which prepositions to use correctly (Swan, 1988). ESL learners still struggle with prepositions long after they have achieved a high level of proficiency in English. So even proficient English speakers exhibit variable performance with regard to which prepositions they use for a particular meaning (Celce-Murcia and Larsen-Freeman, 1999).

Although many prepositions are used idiomatically with certain verbs, commonly prepositions provide information about the relationship of a noun or pronoun to another part of the sentence in which the prepositions appear. To understand the role of prepositions you should have acquaintance with their overlapping processes with other grammatical items.

1.1 Statement of the Problems

This study is presented in order to show how students should use the prepositions and avoid more of the problems as it running now among our students at different study stages even among the universities students.

1.2 Objectives of the Study

This study aims to:

- a. Provide the students with the flexible usages of English prepositions.
- b. Recognize the students by different classifications of prepositions in English Language.
- c. Help the students to differ between the prepositions and other grammatical items when they take exchanging grammatical forms.
- d. Guide the students to deal with the complexity of prepositions use.
1.3 Questions of the Study

This study attempts to answer the following questions:

- a. Why do students suffer from learning and using prepositions?
- b. What is make prepositions use so complicated?
- c. What are students’ views toward prepositions importance?

1.4 Hypotheses of the Study

- a. Students at universities facing difficulties of using and learning prepositions according to their lack of the prepositions knowledge.
- b. The main causes of misusing prepositions is the complex nature of prepositions, so there must be entity to encode this complexity.
- c. The students’ ignorance with the prepositions importance is the main reasons of student’s disability to learn prepositions.

1.5 Significance of the Study

The significance of the study arises from the necessity of helping students with collecting a bulk of prepositions, by attempting to shed more lights on the classifications of prepositions to contribute to avoiding confusions. This study will be beneficial for both students and teachers of English language, the results of study can be implemented to promote the students’ performance to use phrases in proper ways as well as to building vocabularies and enrich their writing and speech.

1.6 Methodology of the Study

This study will follow the descriptive and analytical method, the researcher adopted a questionnaire as a tool of collecting data, which will be administrated for EFL students.

1.7 Limits of the Study

This study limits to investigate the problems of using and understanding prepositions that facing EFL learners at the faculty of educational sciences, students of Gezira university El- kamleen Locality, 2018.
CHAPTER TWO

LITERATUR REVIEW

2.0 Introduction

Prepositions as a part of the grammatical system, prepositions seem to occur everywhere in speaking and writing (Morenberg, 1997). However, it is difficult to learn to use prepositions correctly as most of them have several different functions and there are not many rules to help in choosing which prepositions to use correctly (Swan, 1988). ESL learners still struggle with prepositions long after they have achieved a high level of proficiency in English. Even proficient English speakers exhibit variable performance with regard to which prepositions they use for a particular meaning (Celce-Murcia and Larsen-Freeman, 1999).

2.1 Definition of the Prepositions:

Historically, the word "preposition" is of Latin origin, from praepositio", which consists of two words "praee" meaning "before" and "positio" meaning "position" (Curme, 1931: 561). It is clear that this Latin name has been given to this class of words because, at least in of their functions, they are placed before the nouns which, with them form a prepositional phrase. Some English grammarians, however, do not feel that "preposition" is the appropriate name for this class of words since it only applies to one function performed by prepositions while neglecting all their other functions. Sledd (1959: 233) asserts

“This name can scarcely be defended as appropriate, since it does not apply to this class of words in all the functions which they perform in language, nor even universally in a single function; but as it has obtained the sanction of long and general usage, we shall be content to employ it.”.

proposes that prepositions must be defined syntactically since most forms used as prepositions may also occur as other parts of speech. Sledd (1954: 22) states:

“A preposition is a word which relates a substantive, its object, to some other word in the sentence; the preposition and its object constitute a prepositional phrase, which modifies the word to which the object is related”.

Harris (1951: 253) goes further when he states:

“A preposition is a part of speech, devoid itself of signification; but is formed as to unite two words that are significant and that refuse to coalesce or unite themselves”.

Prepositions are grammatical words or function words that mainly contribute to the grammatical structure of the sentence (Thornbury, 2002). Most of the common English prepositions, such as at,
in, and for, are simple, that is, consist of one word, whereas other prepositions, consisting of more than one word, such as along with, away from, out of, are called complex prepositions (Quirk and Greenbaum, 1989). Klammer et al. (2004) has listed 60 simple prepositions and 39 complex prepositions in Analyzing English Grammar. In the English Language, prepositions are presented in three dimensions, namely, the form, meaning and use. Celce-Murcia and Larsen-Freeman (1999) review the phrase structure rule for a prepositional phrase to make several observations about the form of prepositions. It is stated, also, one of the greatest learning challenges presented by prepositions is their meaning, for instance, the problem with giving an abstract definition to ESL/EFL students is that the definition is often more difficult to comprehend and apply than the form itself. Additionally, there are issues of use as well concerning prepositions. There appear to be instances where more than one preposition with the same meaning is acceptable in a given context, for example, in a time period: It happened in/during 1998. A preposition is a relationship word that expresses a connection to place, time, possession, accompaniment or comparison. (Kosur, 2008). However, most prepositions have several different functions (Swan, 1988). Byrd and Benson (2001) define prepositions are

"often used to create adverbial modifiers to give information about place or time."

Many of the words described as prepositions can also be used as other parts of speech. Whether or not a word is a preposition depends on how it is used in a sentence. Biber et. al (1999) highlights the overlap issue between prepositions and other word classes such as noun, adjective and adverb in The Longman Grammar of Spoken and Written English (LGSWE). On the other hand, English prepositions do not have a neat set of rules governing their use. These rules are often complex, and may not be able to ensure accuracy (Wahlen, 2001). The nature and complexity of prepositions have consequently led to problems with prepositions for ESL teachers and learners.

2.2 Schools of Grammar and their Views of Prepositions:

It will not be possible to examine in detail all the alternative views of the role of prepositions in various different grammatical treatments (Zuheir A. Abdul Rahman, 1990). However, it will be of interest to present to the reader how prepositions have been treated by the different schools of grammar, namely, traditional, structural, transformational and case grammar. Schools of grammar have discussed the various functions and uses of prepositions, using different analyses, criteria and terms. The different trends of thought adopted by each school denote different analytical approaches. Traditional grammarians like Curme, Poutsma, Jespersen and others, who are concerned
with meaning as the basis of their analysis, regard a preposition as a word which indicates a relation between the noun or pronoun it governs and another word, which may be a verb, an adjective, or another noun or pronoun (Curme, 1935: 87). Thus, in the following examples:

a. She voted against us.
b. She was dependent on us.
c. Her opinion of us improved.

The prepositions against, On, and of show a relation between "us" and the verb "voted", the adjective "dependent" and the noun "opinion" respectively. Prepositions, according to such writers, constitute a distinct part of speech. Jespersen (1924: 87) asserts that "in nearly all grammars, adverbs, prepositions, conjunctions, and interjections are treated as four distinct parts of speech". Structural grammar regards prepositions as a group of "function words" (Fries, 1941) rather than as a major part of speech, since, as stated by Frank (1972: 163), they consist of a small class of words that have no characteristic formal endings. Structural linguists such as Bloomfield, Fries and others give the term "function words" to those words that have little or no meaning apart from the grammatical function they expand. One of the advocates of this school, Gleason (1961: 159) asserts that

"prepositions are function words with less lexical and more structural meaning".

In their analysis of different aspects of the language, structuralists have not paid much attention to meaning but rather to form and position. Form is the clue whenever structuralists define any part of speech but when it fails to provide an answer, they resort to position as it is the case with prepositions. According to them, prepositions are words and word-groups that occur in positions similar to that of in the following sentence:

You will find it **on the table**

| by
| at
| under
| above |

Generally, a single test-frame is not enough to identify all words functioning as a particular part of speech. Some examples may be too restricted in usage to fit a particular frame as is the case with other prepositions such as between, among, etc. in the above example (Christophersen, 1969: 79). Transformational grammarians, concerned with deep
structure rather than with surface structure, propose a new system for analyzing the language. According to them, the usage of prepositions should be approached semantically by means of transformation, by applying different transformational rules to the sentence in which a preposition is used to know whether the word used in that sentence is a preposition or not. Yet, Jacobs and Rosenbaum (1968: 140) state that 46 "this transformational process is not understood at present". The first interesting fact introduced by transformational grammarians is that all NP's, in their deep structure, seem to have prepositions associated with them, even though these prepositions are frequently omitted from surface structures (Jacobs and Rosenbaum, 1968: 136). To illustrate this, the sentence.

1. The army destroyed the fortress: contains no preposition in its superficial form. But, the above sentence, when nominalized, the preposition, of has been introduced to the left of the NP “the fortress”.

2. The army's destruction of the fortress was ruthlessly carried out. The other fact introduced by these grammarians is that prepositions are introduced in the deep structure as case markers on noun phrases. This fact is asserted by Jacobs and Postal (1968: 138) and Akmajian (1975: 31) who suggest that prepositions originate as features in the deep structure, i.e. as features of noun segments.

This suggestion accounts for the fact that the choice of a preposition in a prepositional construction seems to be dependent upon a noun, as in the following examples:

a. The tournament is on Monday.
b. The tournament is at noon.
c. The tournament is in May.

The prepositions on, at, and in are dependent upon the nouns following them. The choice of particular prepositions, however, seems to depend on verbs as well as on nouns. This is why only the (a) sentence of the following pairs is grammatical

a. John flew to Bombay.
b. John approved to Bombay.
a. John approved of Bombay.
b. John flew of Bombay.

Here the only difference between the two sentences is the verb while the noun has nothing to do with the choice of prepositions. Besides, most transformational generative
grammarians, as stated by Becker and Arms (1969: 5) distinguish prepositions from verb particles which act differently from prepositions in permutation and question posing. To illustrate this fact, the following two examples are introduced. Eg.
a. The chemist shook up the mixture. (particle)
b. The chemist walked up = the street. (preposition)
In the first sentence, the word up can be moved around to the other side of the object, giving the sentence above.
a. The chemist shook the mixture up.
On the other hand, in the second sentence, the preposition up, cannot be moved around to the other side of the NP following it. If this permutation is carried out, the following ungrammatical sentence results:
    The chemist walked the street up.
The preposition, in sentence (b) can be shifted to the front of the sentence when a question is asked,
e. g. 
Up what aid the chemist walk?
On the other hand, the word up in sentence (a) cannot be preposed in a question. If it is, the following ungrammatical sentence results:
    Up what did the chemist shake?
When question sentences containing verb particles are generated, the particle must remain in its original position. It cannot be preposed,
e. g. What did the chemist shake up?

2.3 Classification of English Prepositions :

Prepositions can be viewed from different angles, semantic, formal, and functional.

2.3.1 Prepositions Viewed Semantically.

Prepositions can be semantically viewed as "words without any meaning"(Sledd, 1959: 243). In fact, a preposition is not a word which has no meaning at all, and it is not a word with a clearly determined meaning. The use of one preposition instead of another may denote a different meaning. In analyzing the meaning of prepositions, one may find that they have more than one meaning. Bennet (1975: 4-5) states that a lexeme may have the same meaning in two separate contexts or may not
a. She was sitting by the fire.
b. She was sitting by the window.
c. Return it to me by Monday.
d. He travelled by bus.

Consequently, to identify prepositions fully, it is not enough to describe their lexical meanings. Clark (1968: 421) confirms this fact when he points out that, although dictionaries define a preposition in terms of other prepositions which can substitute for it in various contexts, they do not usually indicate what the preposition denotes. This, he adds, "emphasizes the need to treat prepositions and their meanings as a system of relations". What Clark states confirms the fact that prepositions, as function words, are relatively weak or lacking in lexical meaning. They derive their meaning from their relation to other words in the context. The meanings expressed by prepositions are very numerous, but they may be classified under three heads:

(a) space, including place, rest and motion,
(b) time
(c) other abstract relations such as quantity, manner, cause, etc. All three classes of meanings are often expressed by one preposition.

Each preposition generally has some one fundamental meaning which can denote one or more of the above classes. Furthermore, many of the prepositions are employed in figurative uses, i.e. denoting abstract concepts. For example, we say, that man's house is above/beyond your house. The two prepositions in this example are employed in their original literal use. But when we say, That man lives above/beyond his means. there is a figurative sense denoted by the same prepositions, i.e. to express something that the mind conceives to have a resemblance to the relations of objects in space.

2.3.2 Formal Classification

There seems to be some disagreement among grammarians in classifying English prepositions in relation to their morphemic structure. Generally speaking, prepositions in English are either simple, such as At, in, to, by, etc., or complex/compound, such as in front of, away from, out of, etc. (cf. Sweet, 1960; Heaton, 1965; Stageberg, 1965; Quirk et al, 1973; Leech, 1975). Some grammarians, such as Francis (1956) and Stageberg (1965), classify simple prepositions morphologically, e.g.

a. one-syllable prepositions: in, by, to
b. two-syllable prepositions: about, above
c. in-prepositions: during, regarding

Most of the complex/compound prepositions are in one of the following categories:

1. adverb + preposition: as for, as to, away from, out of
2. conjunction + preposition: except for, but for
3. adjective + preposition: due to
4. verb + preposition: owing to
5. preposition + noun + preposition: by means of, instead in comparison with (Quirk et al, 1973: 301).

Prepositions are classified by other grammarians into three types. Francis (1956: 306) classifies prepositions into simple, such as in, from, at, etc., double such as across from, away from, into, etc. and phrasal such as in regard to, in front of, in addition to, etc. Wood (1967: 7) classifies prepositions into proper, such as over, above, etc., compound such as instead of, owing to, etc., and pseudo prepositions such as on the side of, in the cause of, etc. According to him, such groups of words are not prepositions, but they have prepositional force in certain contexts or structures. Throughout the present study, prepositions will be dealt with under "single" and "compound".

2.3.3 Function of Prepositions.

Discovering what a word means independently of any linguistic context is difficult. This is particularly true of prepositions since they are words of relation. A preposition does not function singly, but forms a grammatical unit with its object, i.e. the word or words following it. This grammatical unit, a preposition with its object, is called a "prepositional phrase". A prepositional phrase is either a single NP or a clause.

a. I live in this house.
b. He spoke of what he had done.

A PP has, like any other phrase, a function to perform as an element of the clause; it may do the work of:

a. noun phrase:
e.g. I am referring to before the World War.
In this example, the PP is the object of the preposition to.

b. an adjective phrase:
e.g. The box on the table is made of mahogany.
The PP in this sentence qualifies the noun "box".

c. an adverb phrase:
in its adverb function, a PP may denote place, manner, degree, purpose etc.

2.4 Position of Prepositions:

A preposition is normally placed before the noun (or noun equivalent) concerned. It often immediately follows the verb,
e.g. We all went into the room. If the verb takes a direct object, the preposition follows the direct object and immediately precedes its object noun,
He asked me for the book.

There used to be a common belief among English grammarians, especially those influenced by Latin grammar and the false prescriptive rules induced by it, that a preposition should always precede a noun (or a noun equivalent) and therefore should never be placed at the end of a sentence. This supposition has no grammatical support and may in fact lead the student to errors of construction (Heaton, 1965: 134). Cases in which end-position is, if not the only possible one, at least the most natural, are so numerous that it is needless to quote examples. If there are obvious cases where the preposition must go at the end, there are just as many where end position is impossible (or if it is possible, it would be contrary to normal usage and idiom) and there are still others where front position and end-position seem equally acceptable.

**2.4.1 End-position, According to Wood (1967: 86), is normally occupied by a preposition in the following circumstances:**

a. when a preposition adheres to an intransitive verb to make a transitive equivalent with the interrogative word as part of its object, as in: e.g. Which house shall we live in?

b. when in particular situations, the preposition of what would normally be an adverbial phrase becomes attracted to the verb to make a combination of a type similar to the preceding. Thus the sight of a number of people looking at something will prompt the following question: e.g. What's everybody looking at?

c. with combinations of the type to "make fun of", where the group consisting of verb + object + preposition has the force of a compound transitive verb, as in: e.g. Who are you making fun of now?

d. after an adjective, adverb or participle to which the preposition and its object form an adjunct, as shown below: e.g. Who did you sit next to?

e. when the preposition forms a close group with an adverb, end position of the adverb means also end-position of the associated preposition, as in: e.g. Which page did we get up to?

f. in set phrases like "in aid of", "in favour of", "in lieu of", e.g. which of the three proposals are you in favour of?

g. when the preposition is used with the force of an adjective, as after in the sense of "in search of" or "in pursuit of": e.g. Who were the police after?

h. when the sentence is introduced by an interrogative adverb like "where", as in: e.g. Where did this bus come from?
2.5 Different uses of Common Simple Prepositions.

Prepositions are frequently used in English to relate a noun or pronoun to some other word in the sentence. They express a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition.

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2.5.1 about: BrE /əˈbaʊt/ NAmE /əˈbaʊt/

As A preposition:

1. on the subject of sb/sth; in connection with sb/sth a book about flowers. Tell me all about it. There's something strange about him. I don't know what you're on about (= talking about). There's nothing you can do about it now.
2. used to describe the purpose or an aspect of sth. Movies are all about making money these days. What was all that about? (= what was the reason for what has just happened?)
3. busy with sth; doing sth. Everywhere people were going about their daily business. And while you're about it … (= while you're doing that)
4. (especially BrE) in many directions in a place; here and there. We wandered about the town for an hour or so. He looked about the room.

how/what about…?

1. used when asking for information about sb/sth. How about Ruth? Have you heard from her? I'm having fish. What about you?
2. used to make a suggestion. How about going for a walk? (especially name) How about we go for a walk? What about a break?

As An adverb:-
1. a little more or less than; a little before or after approximately. It costs about $10. They waited (for) about an hour. He arrived (at) about ten.
2. nearly; very close to. I'm just about ready. This is about the best we can hope for.
3. (especially BrE) in many directions; here and there. The children were rushing about in the garden.
4. (especially BrE) in no particular order; in various places. Her books were lying about on the floor.

As An adjective:
1. be about to do sth. I was just about to ask you the same thing.
2. not be about to do sth / to not be willing to do sth / to not intend to do sth. I've never done any cooking and I'm not about to start now.

2.5.2 Above:
- BrE /əˈbʌv/ NAmE /əˈbʌv/

As A preposition:
1. at or to a higher place or position than sth/sb. The water came above our knees. We were flying above the clouds. the people in the apartment above mine. A captain in the navy ranks above a captain in the army. They finished the year six places above their local rivals.
2. more than sth; greater in number level or age than sb/sth. Inflation is above 6%. Temperatures have been above average. We cannot accept children above the age of 10. 
3. of greater importance or of higher quality than sb/sth. I rate her above most other players of her age.
4. too good or too honest to do sth. She's not above lying when it suits her. He's above suspicion (= he is completely trusted)
5. (of a sound) louder or clearer than another sound. I couldn't hear her above the noise of the traffic.

As An adverb:
1. At or to a higher place. Put it on the shelf above. Seen from above the cars looked tiny. They were acting on instructions from above (= from sb in a higher position of authority)
2. greater in number, level or age. Increases of 5% and above. A score of 70 or above will get you an 'A'. children aged 12 and above
3. earlier in sth written or printed. As was stated above. See above, page 97.
As An adjective:- [ only before noun ]
mentioned or printed previously in a letter, book, etc. Please write to us at the above address.
the above  noun [ singular + singular or plural verb. Please notify us if the above is not correct.
All the above (= people mentioned above) have passed the exam.

2.5.3. across :- BrE / əˈkrɒs / NAmE / əˈkrɔːs / NAmE / əˈkraːs /

As A Preposition:-
1. from one side to the other side of sth. He walked across the field. I drew a line across the page. A grin spread across her face. Where's the nearest bridge across the river?
2. on the other side of sth. There's a bank right across the street.
3. on or over a part of the body. He hit him across the face. It's too tight across the back.
4. in every part of a place, group of people, etc (throughout). Her family is scattered across the country. This view is common across all sections of the community.

As An adverb :-
1. from one side to the other side. It's too wide. We can't swim across. The yard measures about 50 feet across.
2. in a particular direction towards or at sb/sth. When my name was called, he looked across at me.
3. across from opposite. There's a school just across from our house.
4. ( of an answer in a crossword ) written from side to side. I can't do 3 across.

2.5.4. after:- BrE /ˈɑːftə(r)/ NAmE /ˈæftər/

As A preposition :-
1. later than sth; following sth in time. We'll leave after lunch. They arrived shortly after
5. Not long after that he resigned. Let's meet the day after tomorrow/the week after next.
After winning the prize she became famous overnight. After an hour I went home (= when
an hour had passed).
(NAmE) It's ten after seven in the morning (= 7.10 a.m.)
2 … after… used to show that sth happens many times or continuously day after day of
hot weather. I've told you time after time not to do that.
3. behind sb when they have left; following sb. Shut the door after you.
I'm always having to clean up after the children (= clean the place after they have left it
dirty and untidy). He ran after her with the book. She was left staring after him.
4. next to and following sb/sth in order or importance. Your name comes after mine in the list. He's the tallest, after Richard.

After you (= Please go first). After you with the paper (= Can I have it next?)

5. in contrast to sth. It was pleasantly cool in the house after the sticky heat outside.

**As A conjunction:**

At a time later than sth; when sth has finished. I'll call you after I've spoken to them.

Several years after they'd split up they met again by chance in Paris.

**As An adverb :-**

later in time; afterwards. That was in 1996. Soon after, I heard that he'd died.

I could come next week, or the week after. And they all lived happily ever after.

**As An adjective:-**

[ only before noun ] ( old use ) following; later. in after years.

2.5. **against** :- BrE / əˈɡenst / NAme / əˈɡenst / BrE / əˈɡenst / NAme / əˈɡenst /

**As A Preposition:-**

1. opposing or disagreeing with sb/sth. the fight against terrorism. We're playing against the league champions next week. We were rowing against the current. That's against the law. She was forced to marry against her will. Are you for or against the death penalty? She is against seeing (= does not want to see) him. I'd advise you against doing that.

2. not to the advantage or favour of sb/sth. The evidence is against him. Her age is against her.

3. close to, touching or hitting sb/sth. Put the piano there, against the wall. The rain beat against the windows.

4. in order to prevent sth from happening or to reduce the damage caused by sth an injection against rabies They took precautions against fire. Are we insured against theft?

5. with sth in the background, as a contrast. His red clothes stood out clearly against the snow. ( figurative ) The love story unfolds against a background of civil war.

2.5.6. **along** :- BrE / əˈlɒŋ / NAme / əˈlɔːŋ / NAme / əˈlɒŋ /

**As A Preposition:-**

1. from one end to or towards the other end of sth. They walked slowly along the road. I looked along the shelves for the book I needed.

2. in a line that follows the side of sth long. Houses had been built along both sides of the river.

3. at a particular point on or beside sth long. You'll find his office just along the corridor.
As An adverb:-
1. forward. I was just walking along singing to myself. He pointed out various landmarks as we drove along.
2. with sb. We're going for a swim. Why don't you come along? I'll be along (= I'll join you) in a few minutes.
3. towards a better state or position. The book's coming along nicely.

along with sb/sth. in addition to sb/sth; in the same way as sb/sth. She lost her job when the factory closed, along with hundreds of others.

2.5.7 among :- BrE / əˈmʌŋ / NAmE / əˈmʌŋ / ( also amongst / BrE əˈmʌŋst )

As A preposition:-
1. surrounded by sb/sth; in the middle of sb/sth. A house among the trees They strolled among the crowds. I found the letter amongst his papers. It's OK, you're among friends now.
2. being included or happening in groups of things or people. A British woman was among the survivors. He was among the last to leave. This attitude is common among the under25s.

‘What was wrong with the job?’ ‘Well, the pay wasn't good, among other things.’ Discuss it among yourselves (= with each other) first.
3. used when you are dividing or choosing sth, and three or more people or things are involved. They divided the money up among their three children.

2.5.8. Around :- BrE / əˈraʊnd / NAmE / əˈraʊnd /( especially NAmE ) ( BrE usually round )

As A Preposition:-
1. surrounding sb/sth; on each side of sth. The house is built around a central courtyard. He put his arms around her.
2. on, to or from the other side of sb/sth. Our house is just around the corner. The bus came around the bend. There must be a way around the problem.
3. in a circle. They walked around the lake.
4. in or to many places in an area. They walked around the town looking for a place to eat.
5. to fit in with particular people, ideas, etc. I can't arrange everything around your timetable!

As An adverb:-
1. approximately. He arrived around five o'clock. The cost would be somewhere around £1 500.
2. on every side; surrounding sb/sth I could hear laughter all around. a yard with a fence all around
3. (BrE usually round) moving in a circle
   How do you make the wheels go around?
4. (especially NAmE) (BrE usually round) measured in a circle. an old tree that was at least ten feet around
5. in or to many places. We were all running around trying to get ready in time. This is our new office—Kay will show you around. There were papers lying around all over the floor.

2.5.9 AS :- BrE / æz / NAmE / æz / BrE strong form / æz / AmE strong form / æz /

As Apreposition:-
1. used to describe sb/sth appearing to be sb/sth else. They were all dressed as clowns.
   The bomb was disguised as a package.
2. used to describe the fact that sb/sth has a particular job or function. She works as a courier. Treat me as a friend. I respect him as a doctor. You can use that glass as a vase.
   The news came as a shock. She had been there often as a child (= when she was a child)

As An adverb:-
1. as… as… used when you are comparing two people or things, or two situations
   You're as tall as your father. He was as white as a sheet. She doesn't play as well as her sister.
   I haven't known him as long as you (= as you have known him). He doesn't earn as much as me. He doesn't earn as much as I do. It's not as hard as I thought. Run as fast as you can. We'd like it as soon as possible.
2. used to say that sth happens in the same way. As always, he said little. The ‘h’ in honest is silent, as in ‘hour’.

As A Conjunction:-
1. while sth else is happening. He sat watching her as she got ready. As she grew older she gained in confidence.
2. in the way in which. They did as I had asked. Leave the papers as they are. She lost it, just as I said she would.
3. used to state the reason for sth. As you were out, I left a message. She may need some help as she's new.
4. used to make a comment or to add information about what you have just said
   As you know, Julia is leaving soon. She's very tall, as is her mother.
5. used to say that in spite of sth being true, what follows is also true
Happy as they were, there was something missing. Try as he might (= however hard he tried) , he couldn't open the door.

2.5.10 **At** :- BrE / at / NAmE / at / BrE strong form / æt / AmE strong form / æt /

As A preposition:-
1. used to say where sth/sb is or where sth happens . at the corner of the street. We changed at Crewe. They arrived late at the airport. At the roundabout take the third exit. I'll be at home all morning. She's at Tom's (= at Tom's house) . I met her at the hospital. How many people were there at the concert?
2. used to say where sb works or studies . He's been at the bank longer than anyone else. She's at Yale (= Yale University) .
3. used to say when sth happens . We left at 2 o'clock. at the end of the week. We woke at dawn. I didn't know at the time of writing (= when I wrote) . At night you can see the stars. ( BrE ) What are you doing at the weekend?
4. used to state the age at which sb does sth . She got married at 25. He left school at the age of 16.
5. in the direction of or towards sb/sth . What are you looking at? He pointed a gun at her. Somebody threw paint at the prime minister.

2.5.11 **be • fore** :- BrE / bɪˈfɔː(r) / NAmE / bɪˈfɔːr /

As A preposition:-
1. earlier than sb/sth . before lunch. the day before yesterday . The year before last he won a gold medal, and the year before that he won a silver. She's lived there since before the war. He arrived before me. She became a lawyer as her father had before her. Leave your keys at reception before departure. Something ought to have been done before now. We'll know before long (= soon) . Turn left just before (= before you reach) the bank.
2. ( rather formal ) used to say that sb/sth is in a position in front of sb/sth . They knelt before the throne. Before you is a list of the points we have to discuss.
3. used to say that sb/sth is ahead of sb/sth in an order or arrangement
   Your name is before mine on the list. He puts his work before everything (= regards it as more important than anything else) .
4. used to say that sth is facing sb in the future. The task before us is a daunting one. The whole summer lay before me.

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5. in the presence of sb who is listening, watching, etc. He was brought before the judge. She said it before witnesses. They had the advantage of playing before their home crowd.

**As A conjunction:**

1. earlier than the time when. Do it before you forget. Did she leave a message before she went? Before I made a decision, I thought carefully about it.
2. until. It may be many years before the situation improves. It was some time before I realized the truth.
3. used to warn or threaten sb that sth bad could happen. Put that away before it gets broken.
4. (formal) rather than. I'd die before I apologized!

**2.5.12 Behind:** BrE / biˈhaɪnd / NAmE / biˈhaɪnd /

**As A preposition:**

1. at or towards the back of sb/sth, and often hidden by it or them. Who's the girl standing behind Jan? Stay close behind me. a small street behind the station

   She glanced behind her. Don't forget to lock the door behind you (= when you leave).

   The sun disappeared behind the clouds.

2. making less progress than sb/sth. He's behind the rest of the class in reading. We're behind schedule (= late).

3. giving support to or approval of sb/sth. She knew that, whatever she decided, her family was right behind her.

4. responsible for starting or developing sth. What's behind that happy smile (= what is causing it)? He was the man behind the plan to build a new hospital.

5. used to say that sth is in sb's past. The accident is behind you now, so try to forget it. She has ten years' useful experience behind her.

**As An adverb:**

1. at or towards the back of sb/sth; further back. She rode off down the road with the dog running behind. The others are a long way behind. He was shot from behind as he ran away. I had fallen so far behind that it seemed pointless trying to catch up.

2. in the place where sb/sth is or was. I was told to stay behind after school (= remain in school). This bag was left behind after the class.

3. late in paying money or completing work. ~ (with sth) She's fallen behind with the payments. ~ (in sth) He was terribly behind in his work.

**As A noun:** (informal)

a person's bottom. People often say ‘ behind ’ to avoid saying ‘ bottom ’. backside
The dog bit him on his behind.

2.5.13 **Below** :- BrE / bɪˈləʊ / NAmE / bɪˈloʊ /  
As A preposition:-  
1. at or to a lower level or position than sb/sth . He dived below the surface of the water. Please do not write below this line. Skirts will be worn below (= long enough to cover) the knee.  
2. of a lower amount or standard than sb/sth . The temperatures remained below freezing all day. Her work was well below average for the class.  
3. of a lower rank or of less importance than sb/sth . A police sergeant is below an inspector.  
As An adverb:-  
1. at or to a lower level, position or place . They live on the floor below. I could still see the airport buildings far below. See below (= at the bottom of the page) for references. The passengers who felt seasick stayed below (= on a lower deck ) .  
2. of a temperature ) lower than zero . The thermometer had dropped to a record 40 below (= −40 degrees) .  
3. at a lower rank . This ruling applies to the ranks of Inspector and below.  

2.5.14 **Beneath** :- BrE / bɪˈniːθ / NAmE / bɪˈniːθ /  
As A preposition:-( formal )  
1. in or to a lower position than sb/sth; under sb/sth . They found the body buried beneath a pile of leaves. The boat sank beneath the waves.  
2. not good enough for sb . He considers such jobs beneath him. They thought she had married beneath her (= married a man of lower social status) .  
As An adverb :-  
Her careful make-up hid the signs of age beneath.  

2.5.15 **Beside** :- BrE / brˈsaɪd / NAmE / brˈsaid /  
As A preposition:-  
1. next to or at the side of sb/sth . He sat beside her all night. A mill beside a stream  
2. compared with sb/sth . My painting looks childish beside yours.  
beside the ‘point to not be important or closely related to the main thing you are talking about . Yes, I know it was an accident, but that’s beside the point. They took my words out of context, but that’s beside the point.
beˈside yourself (with sth). unable to control yourself because of the strength of emotion you are feeling. He was beside himself with rage when I told him what I had done. They were beside themselves with excitement.

2.5.16. Be • tween :- BrE /ˈbrɪtwiːn/ NAme /ˈbrɪtwiːn/

As A preposition: -

1. in or into the space separating two or more points, objects, people, etc.
Q comes between P and R in the English alphabet. I sat down between Jo and Diana. Switzerland lies between France, Germany, Austria and Italy.
The paper had fallen down between the desk and the wall.
( figurative ) My job is somewhere between a secretary and a personal assistant.
2. in the period of time that separates two days, years, events, etc.
It's cheaper between 6 p.m. and 8 a.m. Don't eat between meals. Children must attend school between the ages of 5 and 16. Many changes took place between the two world wars.
3. at some point along a scale from one amount, weight, distance, etc. to another
It weighed between nine and ten kilos. The temperature remained between 25 °C and 30 °C all week.
4. ( of a line ) separating one place from another. the border between Sweden and Norway
5. from one place to another. We fly between Rome and Paris twice daily.

As An adverb: -
in the space or period of time separating two or more points, objects, etc. or two dates, events, etc. The house was near a park but there was a road in between. I see her most weekends but not very often in between.

2.5.17. Be • yond :- BrE /ˈbrɪjɔnd/ NAme /ˈbrɪjɔːnd/

As A preposition: -

1. on or to the further side of sth. The road continues beyond the village up into the hills.
2. later than a particular time. It won't go on beyond midnight. I know what I'll be doing for the next three weeks but I haven't thought beyond that.
3. more than sth. Our success was far beyond what we thought possible. She's got nothing beyond her state pension.
4. used to say that sth is not possible. The bicycle was beyond repair (= is too badly damaged to repair). The situation is beyond our control.
5. too far or too advanced for sb/sth. The handle was just beyond my reach. The exercise was beyond the abilities of most of the class.

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As An adverb:
- on the other side; further on. Snowdon and the mountains beyond were covered in snow.

The immediate future is clear, but it's hard to tell what lies beyond. The year 2010 and beyond

**2.5.18. But** :- BrE / bət / NAmE / bət / BrE strong form / bʌt / AmE strong form / bʌt /
As A preposition:
- except; apart from. We've had nothing but trouble with this car. The problem is anything but easy. Who but Rosa could think of something like that? Everyone was there but him. I came last but one in the race ( = I wasn't last but next to last).

Take the first turning but one (= not the first one but the one after it).

As A conjunction:
1. used to introduce a word or phrase that contrasts with what was said before
I got it wrong. It wasn't the red one but the blue one. His mother won't be there, but his father might. It isn't that he lied exactly, but he did tend to exaggerate.
2. however; despite this. I'd asked everybody but only two people came. By the end of the day we were tired but happy.
3. used when you are saying sorry about sth. I'm sorry but I can't stay any longer.
4. used to introduce a statement that shows that you are surprised or annoyed, or that you disagree But that's not possible! ‘Here's the money I owe you.’ ‘But that's not right—it was only £10.’
5. except. I had no choice but to sign the contract.

As An adverb:
1. only. I don't think we'll manage it. Still, we can but try.

There were a lot of famous people there: Tom Hanks and Julia Roberts, to name but two.

As A noun. [ usually plural ]
1. a reason that sb gives for not doing sth or not agreeing. Let us have no buts,’ he said firmly. ‘You are coming.’ With so many ifs and buts, it is easier to wait and see.

**2.5.19. by** :- BrE / bar / NAmE / bar /
As A Preposition:
1. near sb/sth; at the side of sb/sth; beside sb/sth. a house by the river. The telephone is by the window. Come and sit by me.
2. used, usually after a passive verb, to show who or what does, creates or causes sth
He was knocked down by a bus. a play by Ibsen. Who's that book by? I was frightened by the noise.
3. used for showing how or in what way sth is done. The house is heated by gas. May I pay by cheque? I will contact you by letter. to travel by boat/bus/car/plane. to travel by air/land/sea. Switch it on by pressing this button.

4. used before particular nouns without the, to say that sth happens as a result of sth. They met by chance. I did it by mistake. The coroner's verdict was ‘death by misadventure’.

5. not later than the time mentioned; before. Can you finish the work by five o'clock? I'll have it done by tomorrow. By this time next week we'll be in New York. He ought to have arrived by now/ by this time. By the time (that) this letter reaches you I will have left the country.

**As An adverb:-**

1. past. Just drive by. Don't stop. He hurried by without speaking to me. Excuse me, I can't get by. Time goes by so quickly.

2. used to say that sth is saved so that it can be used in the future. I've put some money by for college fees.

3. in order to visit sb for a short time. I'll come by this evening and pick up the books.

by and 'by (old-fashioned) before long; soon. By and by she met an old man with a beard.

**2.5.20 Concern:-** BrE / kənˈsɜːrniŋ / NAmE / kənˈsɜːrniŋ

As A preposition:- (formal)

about sth; involving sb/sth. He asked several questions concerning the future of the company. All cases concerning children are dealt with in a special children's court.

**2.5.21 Consider:-** BrE / kənˈsɪdərniŋ / NAmE / kənˈsɪdərniŋ

As A Preposition, conjunction and adverb.

used to show that you are thinking about a particular fact, and are influenced by it, when you make a statement about sth. She's very active, considering her age. Considering he's only just started, he knows quite a lot about it.

( informal) You've done very well, considering (= in the difficult circumstances).

**2.5.22 Despite:-** BrE / diˈspɛrt / NAmE / diˈspɛrt

As A preposition:

1. used to show that sth happened or is true although sth else might have happened to prevent it. In spite of Her voice was shaking despite all her efforts to control it. Despite applying for hundreds of jobs, he is still out of work. She was good at physics despite the fact that she found it boring.

2. despite yourself used to show that sb did not intend to do the thing mentioned
in spite of He had to laugh despite himself.

2.5.23. **Down** :- BrE / daʊn / NAmE / daʊn /

**As preposition:-**
1. from a high or higher point on sth to a lower one .The stone rolled down the hill. Tears ran down her face. Her hair hung down her back to her waist.
2. along; towards the direction in which you are facing .He lives just down the street. Go down the road till you reach the traffic lights. There's a bridge a mile down the river from here.
3. all through a period of time . an exhibition of costumes down the ages (= from all periods of history)

**As An adverb:-**

For the special uses of down in phrasal verbs, look at the entries for the verbs. For example climb down is in the phrasal verb section at climb .
1. to or at a lower place or position .She jumped down off the chair. He looked down at her. We watched as the sun went down. She bent down to pick up her glove. Mary's not down yet (= she is still upstairs) .The baby can't keep any food down (= in her body) .
2. from a standing or vertical position to a sitting or horizontal one .Please sit down. He had to go and lie down for a while.
3. at a lower level or rate
Prices have gone down recently. We're already two goals down (= the other team has two goals more) .
4. used to show that the amount or strength of sth is lower, or that there is less activity
Turn the music down! The class settled down and she began the lesson.
5. ( in a crossword ) reading from top to bottom, not from side to side .I can't do 3 down.

**As A verb :-** VERB FORMS ( informal )
1. ~ sth to finish a drink or eat sth quickly .We downed our coffees and left.
2. ~ sb/sth to force sb/sth down to the ground .to down a plane .Storms downed trees and power lines.
3. down 'tools ( BrE ) ( of workers ) to stop work; to go on strike

**As An adjective:-**
1. ( informal ) sad or depressed .I feel a bit down today.
2. ( of a computer or computer system ) not working .The system was down all morning.
As A noun:-
1. [ uncountable ] the very fine soft feathers of a bird . 
   duck down
2. [ countable ] ( in American football ) one of a series of four chances to carry the ball 
   forward ten yards that a team is allowed. These series continue until the team loses the 
   ball or fails to go forward ten yards in four downs .

have a 'down on sb/sth ( BrE , informal ) to have a bad opinion of a person or thing

2.5.24 During :- BrE / ˈdjʊərɪŋ / NAmE / ˈdʊrɪŋ /

As A Preposition:-
1. all through a period of time . during the 1990s . There are extra flights to Colorado 
   during the winter. Please remain seated during the performance.

2 at some point in a period of time . He was taken to the hospital during the night. I only 
   saw her once during my stay in Rome.

During is used to say when something happens; for answers the question ‘how long?’ I 
   stayed in London for a week. I stayed in London during a week.

2.5.25.Except :- BrE / ɪkˈsept / NAmE / ɪkˈsept /

As A preposition :-( also except for )

used before you mention the only thing or person about which a statement is not true 
   apart from. We work every day except Sunday. They all came except Matt. I had nothing 
   on except for my socks.

As A conjunction:-

~ (that)… used before you mention sth that makes a statement not completely true 
   apart from the fact that . I didn't tell him anything except that I needed the money. Our 
   dresses were the same except mine was red.

As A verb:- [ usually passive ] ( formal ) to not include sb/sth

~ sb/sth The sanctions ban the sale of any products excepting medical supplies and food.

Tours are arranged all year round ( January excepted ).

~ sb/sth from sth Children under five are excepted from the survey.

2.5.26.for :- BrE / fɔ(r) / NAmE / fɔr / BrE strong form / fɔ:(r) / AmE strong form / fɔ:ər

As A Preposition:-

1. used to show who is intended to have or use sth or where sth is intended to be put 

There's a letter for you. It's a book for children. We got a new table for the dining room.

This is the place for me (= I like it very much) .

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2. in order to help sb/sth. What can I do for you (= how can I help you)? Can you translate this letter for me? I took her classes for her while she was sick. soldiers fighting for their country.

3. concerning sb/sth. They are anxious for her safety. Fortunately for us, the weather changed.

4. as a representative of. I am speaking for everyone in this department.

5. employed by. She's working for IBM.

As A Conjunction:-
( old-fashioned or literary ) used to introduce the reason for sth mentioned in the previous statement. We listened eagerly, for he brought news of our families.

I believed her—for surely she would not lie to me.

2.5.27. From :- BrE / from / NAmE / from / BrE strong form / from / AmE strong form / from strong form NAmE from /

As A Preposition :-
1. used to show where sb/sth starts. She began to walk away from him. Has the train from Bristol arrived?

2. used to show when sth starts. We're open from 8 to 7 every day. He was blind from birth.

3. used to show who sent or gave sth/sb a letter from my brother. information from witnesses the man from (= representing) the insurance company

4. used to show what the origin of sb/sth is. I'm from Italy. documents from the sixteenth century quotations from Shakespeare heat from the sun.

5. used to show the material that sth is made of. Steel is made from iron.

2.5.28 In :- BrE / in / NAmE / in /

As A Preposition:-
For the special uses of in in phrasal verbs, look at the entries for the verbs. For example deal in sth is in the phrasal verb section at deal.

1. at a point within an area or a space. a country in Africa. The kids were playing in the street. It's in that drawer. I read about it in the paper.

2. within the shape of sth; surrounded by sth. She was lying in bed. sitting in an armchair Leave the key in the lock. Soak it in cold water.

3. into sth. He dipped his brush in the paint. She got in her car and drove off.
4. forming the whole or part of sth/sb; contained within sth/sb. There are 31 days in May
all the paintings in the collection. I recognize his father in him (= his character is similar
to his father's).
5. during a period of time. in 2009. in the 18th century. in spring/summer/autumn/winter
. in the fall. in March. In the morning/afternoon/evening. I'm getting forgetful in my old
age.

As An adverb:-
For the special uses of in in phrasal verbs, look at the entries for the verbs. For example
fill in (for sb) is in the phrasal verb section at fill.
1. contained within an object, an area or a substance. We were locked in. I can't drink
coffee with milk in.
2. into an object, an area or a substance. She opened the door and went in. The kids were
playing by the river and one of them fell in.
3. (of people) at home or at a place of work. Nobody was in when we called.
4. (of trains, buses, etc.) at the place where people can get on or off, for example the
station. The bus is due in (= it should arrive) at six.
5. (of letters, etc.) received. Applications must be in by April 30.

As An adjective:-
[usually before noun] (informal) popular and fashionable. Purple is the in colour this
spring. Exotic pets are the in thing right now. Short skirts are in again.

As A noun:-
1. an in to sth = a way into sth at way.
have an in with sb (especially NAmE) to have influence with sb the ins and outs (of
sth). all the details, especially the complicated or difficult ones. the ins and outs of the
problem. He quickly learned the ins and outs of the job.

2.5.29. In • side :- BrE / /ˈɪnˈsaɪd/ NAmE / ˈɪnˈsaɪd/
As A Preposition :-(also in • side of especially in NAmE)
1. on or to the inner part of sth/sb; within sth/sb. Go inside the house.
Inside the box was a gold watch. For years we had little knowledge of what life was like
inside China. You'll feel better with a good meal inside you. (figurative) Inside most of
us is a small child screaming for attention.
2. in less than the amount of time mentioned. The job is unlikely to be finished inside (of)
a year
As An adverb :-

1. on or to the inside .She shook it to make sure there was nothing inside. We had to move inside (= indoors) when it started to rain.
   ( figurative ) I pretended not to care but I was screaming inside.
2. ( informal ) in prison .He was sentenced to three years inside.

As A noun:-

1. [ countable , usually singular ] ( usually the inside ) the inner part, side or surface of sth .The inside of the box was blue. The door was locked from the inside. The shell is smooth on the inside. the insides of the windows.
2. the inside [ singular ] the part of a road nearest the edge, that is used by slower vehicles.
   . He tried to overtake on the inside .
3. the inside [ singular ] the part of a curved road or track nearest to the middle or shortest side of the curve .The French runner is coming up fast on the inside.
4. insides [ plural ] ( informal ) a person's stomach and bowels .She was so nervous, her insides were like jelly. He complained of a pain in his insides. 'inside `out the part that is usually inside facing out .You've got your sweater on inside out. Turn the bag inside out and let it dry.
5. on the in'side belonging to a group or an organization and therefore able to get information that is not available to other people. The thieves must have had someone on the inside helping them.

As An adjective :- [ only before noun ]

1. forming the inner part of sth; not on the outside .the inside pages of a newspaper .an inside pocket.
   ( BrE ) I was driving in the inside lane (= the part nearest the edge, not the middle of the road).
2. known or done by sb in a group or an organization inside information .
   Any newspaper would pay big money to get the inside story on her marriage.
   The robbery appeared to have been an inside job .

2.5.30 Into:- BrE / 'ɪntə / NAmE / 'ɪntə / before vowels 'ɪntu / before vowels NAmE 'ɪntu / BrE strong form / 'ɪntuː / AmE strong form / 'ɪntuː /

As A preposition:-

1. to a position in or inside sth .Come into the house. She dived into the water. He threw the letter into the fire. ( figurative ) She turned and walked off into the night.
2. in the direction of sth. Speak clearly into the microphone. Driving into the sun, we had to shade our eyes.

3. to a point at which you hit sb/sth. The truck crashed into a parked car.

4. to a point during a period of time. She carried on working late into the night. He didn't get married until he was well into his forties.

5. used to show a change in state. The fruit can be made into jam. Can you translate this passage into German? They came into power in 2008. She was sliding into depression.

2.5.31. Like:- BrE / laɪk / NAmE / laɪk /

As A Preposition:-
1. similar to sb/sth. She's wearing a dress like mine. He's very like his father. She looks nothing like (= not at all like) her mother. That sounds like (= I think I can hear) him coming now.

2. used to ask sb's opinion of sb/sth. What's it like studying in Spain? This new girlfriend of his—what's she like?

3. used to show what is usual or typical for sb. It's just like her to tell everyone about it.

4. in the same way as sb/sth. Students were angry at being treated like children. He ran like the wind (= very fast). You do it like this. I, like everyone else, had read these stories in the press. Don't look at me like that.

( informal ) The candles are arranged like so (= in this way).

5. for example

anti-utopian novels like ‘Animal Farm’ and ‘1984’

As Averb:- ( not usually used in the progressive tenses )

1. [ transitive ] to find sb/sth pleasant, attractive or of a good enough standard; to enjoy sth ~ sb/sth. She's nice. I like her. Do you like their new house? Which tie do you like best? How did you like Japan (= did you find it pleasant)? I don't like the way he's looking at me. You've got to go to school, whether you like it or not.

doing sth. She's never liked swimming.

doing sth. I didn't like him taking all the credit.

( formal ) I didn't like his taking all the credit.

As A conjunction:- ( informal )

1. in the same way as. No one sings the blues like she did. It didn't turn out like I intended. Like I said (= as I said before), you're always welcome to stay.

2. as if. She acts like she owns the place.
You will find more information about this use of like at the entries for the verbs act, behave, feel, look and sound and in the note at as.

**As A noun:**
1. likes [plural] the things that you like. We all have different likes and dislikes.
2. [singular] a person or thing that is similar to another jazz, rock and the like (= similar types of music). a man whose like we shall not see again. You're not comparing like with like.
3. the likes of sb/sth (informal) used to refer to sb/sth that is considered as a type, especially one that is considered as good as sb/sth else. She didn't want to associate with the likes of me.

**As An adjective:** [only before noun] (formal) having similar qualities to another person or thing a chance to meet people of like mind (= with similar interests and opinions) She responded in like manner.

**As An adverb**.
1. used in very informal speech, for example when you are thinking what to say next, explaining sth, or giving an example of sth. It was, like, weird. It was kind of scary, like. It's really hard. Like I have no time for my own work.
2. used in very informal speech to show that what you are saying may not be exactly right but is nearly so. I'm leaving in like twenty minutes. It's going to cost like a hundred dollars.
3. I'm, he's, she's, etc. ~ used in very informal speech, to mean ‘I say’, ‘he/she says’, etc. And then I'm like ‘No Way!’
4. used in informal speech instead of as to say that sth happens in the same way There was silence, but not like before.
5. (as) like as not | like e’nough | most/very ‘like (old-fashioned) quite probably She would be in bed by now, as like as not.

**Near :- BrE / nɪə(r) / NAmE / nɪr /**

**As A Preposition**.
Near to is not usually used before the name of a place, person, festival, etc.
1. at a short distance away from sb/sth. Do you live near here? Go and sit nearer (to) the fire.
2. a short period of time from sth. My birthday is very near Christmas. I'll think about it nearer (to) the time (= when it is just going to happen).
3. used before a number to mean ‘approximately’, ‘just below or above’. Share prices are near their record high of last year. Profits fell from $11 million to nearer $8 million.
4. similar to sb/sth in quality, size, etc. Nobody else comes near her in intellect. He's nearer 70 than 60. This colour is nearest (to) the original.

5. ~ (doing) sth close to a particular state
a state near (to) death. She was near to tears (= almost crying). We came near to being killed.

As An adjective:- (near • er, near • est)

In senses 1 to 4 near and nearer do not usually go before a noun; nearest can go either before or after a noun.

1. a short distance away close. His house is very near. Where's the nearest bank?
2. a short time away in the future. The conflict is unlikely to be resolved in the near future (= very soon).
3. coming next after sb/sth. She has a 12-point lead over her nearest rival.
4. (usually nearest) similar; most similar. He was the nearest thing to (= the person most like) a father she had ever had.

5. [only before noun] (no comparative or superlative) close to being sb/sth. The election proved to be a near disaster for the party.

As An adverb:- (near • er, near • est)

1. at a short distance away. A bomb exploded somewhere near. She took a step nearer. Visitors came from near and far.
2. a short time away in the future. The exams are drawing near.
3. (especially in compounds) almost. a near-perfect performance. I'm as near certain as can be.
4. As near as . as accurately as. There were about 3000 people there, as near as I could judge. As near as 'damn it'/'dammit (BrE, informal) used to say that an amount is so nearly correct that the difference does not matter. It will cost £350, or as near as dammit.
5. Near e'nough (BrE, informal) used to say that sth is so nearly true that the difference does not matter. We've been here twenty years, near enough.

As A verb:- VERB FORMS [transitive, intransitive] ~ (sth) (rather formal) to come close to sth in time or space approach.

The project is nearing completion. She was nearing the end of her life. He must be nearing 40. We neared the top of the hill. As Christmas neared, the children became more and more excited.

2.5.33 Of:- BrE / əv / NAmE / əv / BrE strong form / əv / AmE strong form / əv /

As A Preposition:-
1. belonging to sb; relating to sb . a friend of mine . the love of a mother for her child . the role of the teacher. Can't you throw out that old bike of Tommy's? . the paintings of Monet . When you are talking about everything someone has painted, written, etc, use of . When you are referring to one or more examples of somebody's work, use by a painting by Monet
2. belonging to sth; being part of sth; relating to sth . the lid of the box . the director of the company . a member of the team . the result of the debate
3. coming from a particular background or living in a place . a woman of Italian descent . the people of Wales.
4. concerning or showing sb/sth . a story of passion . a photo of my dog . a map of India.
5. used to say what sb/sth is, consists of, or contains . the city of Dublin . the issue of housing . a crowd of people . a glass of milk

As An adverb:-

1. away from a place; at a distance in space or time . I called him but he ran off. Sarah's off in India somewhere. I must be off soon (= leave). Off you go! Summer's not far off now. A solution is still some way off.
2. used to say that sth has been removed . He's had his beard shaved off. Take your coat off. Don't leave the toothpaste with the top off.
3. starting a race . They're off (= the race has begun).
4. no longer going to happen; cancelled . The wedding is off.
5. not connected or functioning . The water is off. Make sure the TV is off.

As An adjective:- [ not before noun ]

1. (of food) no longer fresh enough to eat or drink . This fish has gone off. The milk smells off. It's off.
2. ~ (with sb) ( informal , especially BrE ) not polite or friendly . He was a bit off with me this morning.
3. (informal , especially BrE ) not acceptable. It's a bit off expecting us to work on Sunday.

As A verb:- ( informal , especially NAmE )
to kill sb she will off you.

2.5.35 On:- :- BrE / ɒn / NAmE / ɑːn / NAmE / ɔːn /

As A Preposition:-

1. in or into a position covering, touching or forming part of a surface . a picture on a wall . There's a mark on your skirt . the diagram on page 5. Put it down on the table. He had been hit on the head. She climbed on to the bed. This could also be written onto the bed.
2. supported by sb/sth. She was standing on one foot. Try lying on your back. Hang your coat on that hook.
3. used to show a means of transport. He was on the plane from New York. to travel on the bus/tube/coach I came on my bike. a woman on horseback.
4. used to show a day or date. He came on Sunday. We meet on Tuesdays. on May the first/the first of May. on the evening of May the first.
5. on one occasion. on your birthday

As An adverb:-
1. used to show that sth continues. He worked on without a break. If you like a good story, read on.
2. used to show that sb/sth moves or is sent forward. She stopped for a moment, then walked on. Keep straight on for the beach. From then on he never trusted her again. Please send the letter on to my new address.
3. on sb's body; being worn. Put your coat on. I didn't have my glasses on. What did she have on (= what was she wearing)?
4. covering, touching or forming part of sth. Make sure the lid is on.
5. connected or operating; being used. The lights were all on. The TV is always on in their house. We were without electricity for three hours but it's on again now.

2.5.36 Onto :- BrE / ˈɒntə / NAmE / ˈɑːntə / NAmE / ˈɔːntə / / before vowels ˈɒntu /

As A Preposition:-
1. used with verbs to express movement on or to a particular place or position. Move the books onto the second shelf. She stepped down from the train onto the platform.
2. used to show that sth faces in a particular direction. The window looked out onto the terrace.
3. (informal) to know about what sb has done wrong. She knew the police would be onto them.
4. to be talking to sb, usually in order to ask or tell them sth. They've been onto me for ages to get a job.
5. be 'onto sth to know about sth or be in a situation that could lead to a good result for you. Scientists believe they are onto something big. She's onto a good thing with that new job.

2.5.37.Out :- BrE / aʊt / NAmE / aʊt /

As A Preposition 'adverb.
1. ~ (of sth) away from the inside of a place or thing. She ran out into the corridor. She shook the bag and some coins fell out. I got out of bed. He opened the box and out jumped a frog.

2. Out you go! (= used to order sb to leave a room) (informal) He ran out the door.

3. ~ (of sth) (of people) away from or not at home or their place of work
   I called Liz but she was out. Let's go out this evening (= for example to a restaurant or club). We haven't had a night out for weeks. Mr Green is out of town this week.

4. ~ (of sth) away from the edge of a place. The boy dashed out into the road. Don't lean out of the window.

**As A noun:**
[ singular ]
a way of avoiding having to do sth She was desperately looking for an out.
the ins and outs.

**2.5.37.3 adjective.**
having told other people that you are homosexual an out gay man

**As A verb:**
to say publicly that sb is homosexual, especially when they would prefer to keep the fact a secret. He is the latest politician to be outed by gay activists.

**2.5.38 Out • side**

**As A Preposition:**
/- BrE /æUt’said/ ; NAmE /æUt’said /
1. on or to a place on the outside of sth. You can park your car outside our house.
2. away from or not in a particular place. It's the biggest theme park outside the United States. We live in a small village just outside Leeds.
3. not part of sth. The matter is outside my area of responsibility. You may do as you wish outside working hours.
4. outside of apart from. There was nothing they could do, outside of hoping things would get better

**As A noun:**
/- BrE /æUt’said/ ; NAmE /æUt’said/ (usually the outside)
1. [ countable, usually singular ] the outer side or surface of sth exterior
   The outside of the house needs painting. You can't open the door from the outside.
2. [ singular ] the area that is near or around a building, etc. I walked around the outside of the building. I didn't go into the temple—I only saw it from the outside.
3. [ singular ] the part of a road nearest to the middle. Always overtake on the outside.
4. on the outside used to describe how sb appears or seems. On the outside she seems calm, but I know she's worried.
2. not in prison. Life on the outside took some getting used to again.

As An adjective:- [ only before noun ]
1. of, on or facing the outer side external. The outside walls are damp.
2. not located in the main building; going out of the main building external. an outside toilet. You have to pay to make outside calls. I can't get an outside line.
3. not included in or connected with your group, organization, country, etc We plan to use an outside firm of consultants. She has a lot of outside interests (= not connected with her work). They felt cut off from the outside world (= from other people and from other things that were happening).
4. used to say that sth is very unlikely. They have only an outside chance of winning. 150 is an outside estimate (= it is very likely to be less)

As An adverb:-
1. not in a room, building or container but on or to the outside of it I'm seeing a patient—please wait outside. The house is painted green outside.
2. not inside a building. It's warm enough to eat outside. Go outside and see if it's raining.

2.5.39.Over :- BrE / ˈəʊvə(r) / NAmE / ˈoʊvər /

As A Preposition:-
1. resting on the surface of sb/sth and partly or completely covering them/it She put a blanket over the sleeping child. He wore an overcoat over his suit. She put her hand over her mouth to stop herself from screaming.
2. in or to a position higher than but not touching sb/sth; above sb/sth They held a large umbrella over her. The balcony juts out over the street. There was a lamp hanging over the table.
3. from one side of sth to the other; across sth. a bridge over the river. They ran over the grass. They had a wonderful view over the park.

As An adverb:-
1. downwards and away from a vertical position. Try not to knock that vase over. The wind must have blown it over.
2. from one side to another side. She turned over onto her front. The car skidded off the road and rolled over and over.
3. across a street, an open space, etc. I stopped and crossed over. He rowed us over to the other side of the lake. They have gone over to France. This is my aunt who's over from Canada. I went over (= across the room) and asked her name. Put it down over there.
4. so as to cover sb/sth completely. The lake was frozen over. Cover her over with a blanket.

5. above; more. children of 14 and over You get an A grade for scores of 75 and over.

As A noun:-
( in cricket ) a series of six balls bowled by the same person. Chadwick dismissed two batsmen in the same over.

2.5.40. Past :- BrE / pɑːst / NAmE / pæst /

As A Preposition:-
1. ( NAmE also after ) later than sth. half past two. ten (minutes) past six. There's a bus at twenty minutes past the hour (= at 1.20, 2.20, etc.). We arrived at two o'clock and left at ten past (= ten minutes past two). It was past midnight when we got home.

2. on or to the other side of sb/sth. We live in the house just past the church. He hurried past them without stopping. He just walked straight past us!

3. above or further than a particular point or stage. Unemployment is now past the 3 million mark. The flowers are past their best. He's past his prime. She's long past retirement age. Honestly, I'm past caring what happens (= I can no longer be bothered to care). 'past it ( BrE, informal ) too old to do what you used to be able to do; too old to be used for its normal function. In some sports you're past it by the age of 25. That coat is looking decidedly past it.

As An adjective:-
1. gone by in time. in past years/centuries/ages. in times past. The time for discussion is past.

2. [ only before noun ] gone by recently; just ended. I haven't seen much of her in the past few weeks. The past month has been really busy at work.

3. [ only before noun ] belonging to an earlier time /past events. From past experience I'd say he'd probably forgotten the time. past and present students of the college. Let's forget about who was more to blame— it's all past history.

4. [ only before noun ] ( grammar ) connected with the form of a verb used to express actions in the past

As A noun:-
1. the past [ singular ] the time that has gone by; things that happened in an earlier time. I used to go there often in the past. the recent/distant past She looked back on the past without regret. Writing letters seems to be a thing of the past.
2. [ countable ] a person's past life or career. We don't know anything about his past. They say she has a ‘past’ (= bad things in her past life that she wishes to keep secret).

3. the past [ singular ] ( grammar ) = past tense

As An adverb :-
1. from one side of sth to the other. I called out to him as he ran past.
2. used to describe time passing. A week went past and nothing had changed.

2.5.41 plus :- BrE / plʌs / NAmE / plʌs /

As A Preposition:-
1. used when the two numbers or amounts mentioned are being added together
   Two plus five is seven. The cost is £22, plus £1 for postage. Membership is 350 dollars per year plus tax.
2. as well as sth/sb; and also. We have to fit five of us plus all our gear in the car.
3. plus or 'minus used when the number mentioned may actually be more or less by a particular amount
4. give or take. The margin of error was plus or minus three percentage points.

As A noun:-
1. ( informal ) an advantage; a good thing. Knowledge of French is a plus in her job. There were a lot of pluses in the performance.
2. ( also 'plus sign ) the symbol (+), used in mathematics. He put a plus instead of a minus.

As An adjective:-
1. used after a number to show that the real number or amount is more than the one mentioned. The work will cost £10 000 plus.
2. above zero. The temperature is plus four degrees.
3. [ only before noun ] used to describe an aspect of sth that you consider to be a good thing. One of the hotel's plus points is that it is very central.
4. [ not before noun ] ( used in a system of marks/grades ) slightly higher than the mark/grade A, B, etc. I got B plus (B+) in the test.

As A conjunction . ( informal ) used to add more information furthermore. I've got too much on at work. Plus my father is not well.

2.5.42 Regarding :- BrE / rɪˈgɑːdɪŋ / NAmE / rɪˈɡɑːrdɪŋ /

As A Preposition:-
concerning sb/sth; about sb/sth. She has said nothing regarding your request. Call me if you have any problems regarding your work.
2.5.43. **Respect** :: BrE / rɪˈspekt / NAmE / rɪˈspekt /  
**As A Preposition**. (formal)  
concerning  with respect to information respecting the child's whereabouts

2.5.44 **Round** :: BrE / raʊnd / NAmE / raʊnd /  
**AS A Preposition**: (especially BrE) (NAmE usually around)  
1. in a circle the first woman to sail round the world. The earth moves round the sun.  
2. on, to or from the other side of sth. Our house is round the next bend. There she is, coming round the corner. There must be a way round the problem.  
3. on all sides of sb/sth; surrounding sb/sth. She put her arms round him. He had a scarf round his neck. They were all sitting round the table.  
4. in or to many parts of sth. She looked all round the room.  
5. to fit in with particular people, ideas, etc. He has to organize his life round the kids. 'round 'here. near where you are now or where you live. There are no decent schools round here. more at a millstone round your/sb's neck at millstone

**As An adjective.** (round • er, round • est)  
1 shaped like a circle or a ball. a round plate. These glasses suit people with round faces. The fruit are small and round. Rugby isn't played with a round ball. the discovery that the world is round. The child was watching it all with big round eyes (= showing interest). a T-shirt with a round neck  
2. having a curved shape. the round green hills of Donegal. round brackets (= in writing). She had a small mouth and round pink cheeks.  
4. round • ness / BrE raʊndnəs ; NAmE raʊndnəs / noun [uncountable]. His face had lost its boyish roundness.

**As An adverb**. (especially BrE) (NAmE usually around)  
1. moving in a circle. Everybody joins hands and dances round. How do you make the wheels go round? The children were spinning round and round. (figurative) The thought kept going round and round in her head.  
2. measuring or marking the edge or outside of sth. a young tree measuring only 18 inches round. They've built a high fence all round to keep intruders out.  
3. on all sides of sb/sth. A large crowd had gathered round to watch.  
4. at various places in an area. People stood round waiting for something to happen.  
5. in a circle or curve to face another way or the opposite way. He turned the car round and drove back again. She looked round at the sound of his voice.
As A noun:-
1. a set of events which form part of a longer process. The next round of peace talks a new round of pay bargaining. The final round of voting in the election.
2. a stage in a sports competition. The qualifying rounds of the National Championships.
3. Hewitt was knocked out of the tournament in the third round.
4. a stage in a boxing or wrestling match. The fight only lasted five rounds.
5. a complete game of golf; a complete round of voting in the election. We played a round of golf. The first horse to jump a clear round.
6. a regular series of activities. The daily round of school life. Her life is one long round of parties and fun.

As A verb:-
1. (transitive) ~ sth to go around a corner of a building, a bend in the road, etc. The boat rounded the tip of the island. We rounded the bend at high speed.
2. (transitive, intransitive) ~ (sth) to make sth into a round shape; to form into a round shape. She rounded her lips and whistled. His eyes rounded with horror.
3. (transitive) ~ sth (up/down) (to sth) to increase or decrease a number to the next highest or lowest whole number.
4. round sth ’off (with sth). (NAmE also round sth ’out) to finish an activity or complete sth in a good or suitable way. She rounded off the tour with a concert at Carnegie Hall.
5. to take the sharp or rough edges off sth. You can round off the corners with sandpaper.

2.5.45 Since :- BrE / sins / NAmE / sins /

As A Preposition:-
1. (used with the present perfect or past perfect tense) from a time in the past until a later past time, or until now. She's been off work since Tuesday. We've lived here since 2006. I haven't eaten since breakfast. He's been working in a bank since leaving school. Since the party she had only spoken to him once. They've split up. ‘Since when?’ That was years ago. I've changed jobs since then. Use for, not since, with a period of time I've been learning English for five years. I've been learning English since five years.
2. ~ when? used when you are showing that you are angry about sth. Since when did he ever listen to me?

As A conjunction:-
1. (used with the present perfect, past perfect or simple present tense in the main clause) from an event in the past until a later past event, or until now. Cath hasn’t phoned since
she went to Berlin. It was the first time I'd had visitors since I'd moved to London. It's twenty years since I've seen her. How long is it since we last went to the theatre? She had been worrying ever since the letter arrived.

2. because; as. We thought that, since we were in the area, we'd stop by and see them.

As An adverb:-

1. (used with the present perfect or past perfect tense) from a time in the past until a later past time, or until now. He left home two weeks ago and we haven't heard from him since. The original building has long since (= long before now) been demolished.

2. at a time after a particular time in the past. We were divorced two years ago and she has since remarried.

2.5.46 Through:- :- BrE / θruː / NAmE / θruː /

As A Preposition:-

1. from one end or side of sth/sb to the other. The burglar got in through the window. The bullet went straight through him. Her knees had gone through (= made holes in) her jeans. The sand ran through (= between) my fingers. The path led through the trees to the river. The doctor pushed his way through the crowd. The Charles River flows through Boston.

2. see, hear, etc. ~ sth to see, hear, etc. sth from the other side of an object or a substance I couldn't hear their conversation through the wall. He could just make out three people through the mist.

3. from the beginning to the end of an activity, a situation or a period of time The children are too young to sit through a concert. He will not live through the night. I'm halfway through (= reading) her second novel.

4. past a barrier, stage or test. Go through this gate, and you'll see the house on your left. He drove through a red light (= passed it when he should have stopped). First I have to get through the exams. The bill had a difficult passage through Parliament. I'd never have got through it all (= a difficult situation) without you.

As An adverb:-

1. from one end or side of sth to the other. Put the coffee in the filter and let the water run through. The tyre's flat—the nail has gone right through. The onlookers stood aside to let the paramedics through. The flood was too deep to drive through.

2. from the beginning to the end of a thing or period of time. Don't tell me how it ends—I haven't read it all the way through yet. I expect I'll struggle through until payday.

3. past a barrier, stage or test. The lights were red but he drove straight through. Our team is through to (= has reached) the semi-finals.
4. travelling through a place without stopping or without people having to get off one train and onto another. Did you stop in Oxford on the way? ‘No, we drove straight through.’ This train goes straight through to York.

5. connected by telephone. Ask to be put through to me personally. I tried to call you but I couldn't get through.

As An adjective:-
1. [ only before noun ] through traffic travels from one side of a place to the other without stopping
2. [ only before noun ] a through train takes you to the final place you want to get to and you do not have to get off and get on another train
3. [ only before noun ] a through road or route is open at both ends and allows traffic to travel from one end to the other. The village lies on a busy through road. No through road (= the road is closed at one end).
4. [ not before noun ] ~ (with sth/sb) (especially NAmE) used to show that you have finished using sth or have ended a relationship with sb. Are you through with that newspaper? Todd and I are through.

2.5.47 Through • out :- BrE / θruːˈaʊt / NAmE / θruːˈaʊt /

As A Preposition:-
1. in or into every part of sth. They export their products to markets throughout the world.
2. during the whole period of time of sth. The museum is open daily throughout the year.

As An adverb:-
The house was painted white throughout. The ceremony lasted two hours and we had to stand throughout.

2.5.48.Till :- BrE / tɪl / NAmE / tɪl /

As A Preposition ,conjunction:-
We're open till 6 o'clock. Can't you wait till we get home? Just wait till you see it. It's great.
Till is generally felt to be more informal than until and is used much less often in writing.
At the beginning of a sentence, until is usually used.

As A noun:-
1. (BrE) = cash register
2. (BrE, informal) the place where you pay for goods in a large shop/store. Please pay at the till. a long queue at the till
3. (especially NAmE) the drawer where the money is put in a cash register
have your fingers in the till at finger n.

2.5.49 To :- / before consonants tə before consonants NAmE tə / / before vowels tu before vowels NAmE tu / BrE strong form / tuː / AmE strong form / tuː /

As A Preposition:-

1. in the direction of sth; towards sth . I walked to the office. It fell to the ground. It was on the way to the station. He's going to Paris. my first visit to Africa .He pointed to something on the opposite bank. Her childhood was spent travelling from place to place.
2. ~ the sth (of sth) located in the direction mentioned from sth .Place the cursor to the left of the first word. There are mountains to the north.
3. as far as sth .The meadows lead down to the river. Her hair fell to her waist.
4. reaching a particular state .The vegetables were cooked to perfection. He tore the letter to pieces. She sang the baby to sleep. The letter reduced her to tears (= made her cry) . His expression changed from amazement to joy.
5 .used to show the end or limit of a range or period of time . a drop in profits from $105 million to around $75 million I'd say he was 25 to 30 years old (= approximately 25 or 30 years old) . I like all kinds of music from opera to reggae. We only work from Monday to Friday. I watched the programme from beginning to end.

As An invinitive maker :-

To is often used before the base form of a verb to show that the verb is in the infinitive. The infinitive is used after many verbs and also after many nouns and adjectives.

1. used to show purpose or intention
I set out to buy food. I am going to tell you a story. She was determined to do well. His aim was to become president. To be honest with you, I don't remember what he said.
2. used to show the result of sth . She managed to escape. It was too hot to go out. He couldn't get close enough to see.
3. used to show the cause of sth . I'm sorry to hear that.
4. used to show an action that you want or are advised to do . I'd love to go to France this summer. The leaflet explains how to apply for a place. I don't know what to say.
To can also be used without a following verb when the missing verb is easy to understand
He asked her to come but she said she didn't want to.
5. used to show sth that is known or reported about a particular person or thing
The house was said to be haunted.

As An adverb:- ( usually of a door ) in or into a closed position.
Push the door to. /, to and 'fro backwards and forwards .She rocked the baby to and fro.
2.5.50 To • wards:- BrE / təˈwɔːdz / NAmE / tɔːrdz / ( also to • ward / BrE təˈwɔːd ; NAmE tɔːrd / especially in NAmE )

As A Preposition:-
1. in the direction of sb/sth . They were heading towards the German border. She had her back towards me.
2. getting closer to achieving sth . This is a first step towards political union.
3. close or closer to a point in time . towards the end of April .
4. in relation to sb/sth . He was warm and tender towards her . our attitude towards death
5. with the aim of obtaining sth , or helping sb to obtain sth . The money will go towards a new school building (= will help pay for it ) .

2.5.51.Under :- BrE / ˈʌndə(r) / NAmE / ˈʌndər /

As A Preposition:-
1. in, to or through a position that is below sth . Have you looked under the bed? She placed the ladder under (= just lower than) the window . The dog squeezed under the gate and ran into the road.
2. below the surface of sth ; covered by sth . The boat lay under several feet of water.
3. less than; younger than . an annual income of under £10 000 . It took us under an hour. Nobody under 18 is allowed to buy alcohol.
4. used to say who or what controls, governs or manages sb/sth . The country is now under martial law . The coinage was reformed under Elizabeth I (= when she was queen) . She has a staff of 19 working under her. Under its new conductor, the orchestra has established an international reputation.
5. according to a agreement, a law or a system . Six suspects are being held under the Prevention of Terrorism Act . Under the terms of the lease you had no right to sublet the property. Is the television still under guarantee?

As An adverb:-
1. below sth . He pulled up the covers and crawled under.
2. below the surface of water . She took a deep breath and stayed under for more than a minute. The boat was going under fast.
3. less; younger . prices of ten dollars and under . children aged 12 and under
4. in or into an unconscious state . He felt himself going under.

As An adjective:- [ only before noun ]
lower; underneath . the under layer the under surface of a leaf

2.5.52.Under • neath :- BrE / ,ʌndəˈniːθ / NAmE / ,ʌndərˈniːθ /
As A Preposition, adverb:-
1. under or below sth else, especially when it is hidden or covered by the thing on top
   The coin rolled underneath the piano. This jacket's too big, even with a sweater underneath.
2. used to talk about sb's real feelings or character, as opposed to the way they seem to be
   Underneath her cool exterior she was really very frightened. He seems bad-tempered, but
   he's very soft-hearted underneath.

As A noun:- the underneath [singular]
the lower surface or part of sth. She pulled the drawer out and examined the underneath carefully.

53. Unlike :- BrE /ˌʌnˈlaɪk/ NAmE /ˌʌnˈlaɪk/
As A Preposition:-
1. different from a particular person or thing. Music is quite unlike any other art form.
   The sound was not unlike that of birds singing.
2. used to contrast sb/sth with another person or thing. Unlike most systems, this one is
   very easy to install.
3. not typical of sb/sth. It's very unlike him to be so late.

As An adjective:- [not before noun] (of two people or things)
different from each other. They are both teachers. Otherwise they are quite unlike.

2.5.54. Until :- BrE /ənˈtɪl/ NAmE /ənˈtɪl/ (also informal till, ’til)
As A Preposition, conjunction:-
1. up to the point in time or the event mentioned. Let's wait until the rain stops. Until she
   spoke I hadn't realized she wasn't English.

You're not going out until you've finished this. Until now I have always lived alone.
They moved here in 2009. Until then they'd always been in the London area.
He continued working up until his death. The street is full of traffic from morning till night
   . You can stay on the bus until London (= until you reach London).

2.5.55. Up :- BrE /ʌp/ NAmE /ʌp/
As A Preposition:-
1. to or in a higher position somewhere. She climbed up the flight of steps. The village is
   further up the valley.
2. along or further along a road or street. We live just up the road, past the post office.
3. towards the place where a river starts. A cruise up the Rhine.
4. up and down sth. in one direction and then in the opposite direction along sth
   I looked up and down the corridor.
5. up `yours! (taboo, slang) an offensive way of being rude to sb, for example because
   they have said sth that makes you angry

As An adverb:-
1. towards or in a higher position. He jumped up from his chair. The sun was already up
   (= had risen) when they set off. They live up in the mountains. It didn't take long to put
   the tent up. I pinned the notice up on the wall. Lay the cards face up (= facing upwards)
   on the table. You look nice with your hair up (= arranged on top of or at the back of your
   head) . Up you come! (= said when lifting a child)
2. to or at a higher level. She turned the volume up. Prices are still going up (= rising)
   United were 3–1 up at half-time.
   The wind is getting up (= blowing more strongly) . Sales are well up on last year.
3. to the place where sb/sth is. A car drove up and he got in. She went straight up to the
   door and knocked loudly.
4. to or at an important place, especially a large city. We're going up to New York for the
   day. (BrE, formal) His son's up at Oxford (= Oxford University).
5. to a place in the north of a country. They've moved up north. We drove up to Inverness
   to see my father.

2.5.55.3 adjective.
1. [only before noun] directed or moving upwards. an up stroke. the up escalator
2. [not before noun] (informal) cheerful; happy or excited. The mood here is resolutely
   up.
3. [not before noun] (of a computer system) working. Our system should be up by this
   afternoon.

As A verb:-
1. [intransitive] up and… (informal or humorous) to suddenly move or do sth
   unexpected. He upped and left without telling anyone.
2. [transitive] ~ sth to increase the price or amount of sth raise The buyers upped their
   offer by £1 000.

As A noun:-
on the 'up. increasing or improving Business confidence is on the up/on the ,up and 'up
( informal )
1. (BrE) becoming more and more successful. The club has been on the up and up since the beginning of the season.

2. (NAmE) = on the level at level. The offer seems to be on the up and up.

'ups and 'downs the mixture of good and bad things in life or in a particular situation or relationship. Every business has its ups and downs.

2.5.56 Upon: BrE /əˈpɒn/ NAmE /əˈpɑːn/ NAmE /əˈpɔːn/

As a preposition:-
1. (formal, especially BrE) = on
   The decision was based upon two considerations. Although the word upon has the same meaning as on, it is usually used in more formal contexts or in phrases such as once upon a time and row upon row of seats.
2. …upon… used to emphasize that there is a large number or amount of sth
   mile upon mile of dusty road. thousands upon thousands of letters.
3. (almost) upon you. if sth in the future is almost upon you, it is going to arrive or happen very soon. The summer season was almost upon them again.

2.5.57 With:- BrE /wið/ NAmE /wið/ BrE /wið/ NAmE /wið/

As a preposition:-
1. in the company or presence of sb/sth. She lives with her parents. I have a client with me right now. a nice steak with a bottle of red wine
2. having or carrying sth. a girl with (= who has) red hair. a jacket with a hood. He looked at her with a hurt expression. They're both in bed with flu. a man with a suitcase
3. using sth. Cut it with a knife. It is treated with acid before being analysed.
4. used to say what fills, covers, etc. sth. The bag was stuffed with dirty clothes. Sprinkle the dish with salt.
5. in opposition to sb/sth; against sb/sth. to fight with sb. to play tennis with sb. at war with a neighbouring country. I had an argument with my boss.

2.5.58 With • in:- BrE /wiˈðɪn/ NAmE /wiˈðɪn/

As a preposition:-
1. before a particular period of time has passed; during a particular period of time
   You should receive a reply within seven days. The ambulance arrived within minutes of the call being made. Two elections were held within the space of a year.
2. not further than a particular distance from sth. a house within a mile of the station. Is it within walking distance?
3. inside the range or limits of sth. That question is not within the scope of this talk. We are now within range of enemy fire. He finds it hard to live within his income (= without spending more than he earns).

4. (formal) inside sth/sb. The noise seems to be coming from within the building. There is discontent within the farming industry. Despite her grief, she found a hidden strength within herself.

**2.5.59 With • out**: BrE / wiˈðaʊt / NAmE / wiˈðaʊt /

**As A Preposition:**
1. not having, experiencing or showing sth. They had gone two days without food. He found the place without difficulty. She spoke without much enthusiasm.
2. not in the company of sb. Don't go without me.
3. not using or taking sth. Can you see without your glasses? Don't go out without your coat.

**As An adverb:**
not having or showing sth. Do you want a room with a bath or one without? If there's none left we'll have to do without. I'm sure we'll manage without.

**2.6 Previous Studies.**

**Study (1) Anass Abdelwhab Gassmallah Abdallah**

Sudan University of Science and Technology College of Graduate studies

The subject of this study involves both males and females of MA students of English Language (linguistics) at Sudan University of Science and Technology, College of Languages of academic year 2016–2017.

This study aimed at investigating the problems that MA students of linguistics batch 7 are encountered by using and understanding prepositions. The researcher adopted a descriptive analytical method, which followed a quantitative analysis. A test was used as a tool for data collection, the sample of the study consists of 30 students drawn from MA programme in Linguistics, Sudan University of Science and Technology, Graduate Studies. The data were analyzed by using the statistical program SPSS which provides percentage results for the test. The study comes out with the results that MA students of linguistics face problems in using prepositions. MA students of linguistics fail to use suitable prepositions to fill in the blanks which make the context not cohesive and MA students of linguistics are poor in identification different types of prepositions. At the end
of the study the researcher presented some recommendations. These recommendations focus on paying attention to the use prepositions when designing syllabuses, students should do more practice in using prepositions.

**Study (2) Ali, Abdullah**

conducted a study entitled: Problems Facing Third year University Students in Using Prepositions.

The subject of the study students from the third level of Sudan University of science and Technology 2014

This study aims to evaluate university student abilities in using prepositions, it focuses on recognizing the underlying reason of the students’ place and time prepositions errors, preposition with multiple meaning, prepositions that often confused, and prepositions after particular words, and they also attempt to offer recommendations to overcome students’ difficulties of missing prepositions. However, in order to achieve the research purpose, the tool of data collection is a test for students. The population of this study is: student of Sudan University of science and Technology. The sample of the study consists of 15 students from the third level of Sudan University of science and Technology. Specialized in English language faculty of Education. The study adopted a descriptive method to analyze the data. The findings revealed that the students encounter some difficulties in using prepositions often confused and prepositions of multiple meaning, they are also unable to distinguish between prepositions and prepositional adverb. The findings were discussed in light of the hypotheses and relevant literature. The study recommended the following, teachers should adopt effective and modern techniques in teaching preposition and punctuation, expand the space for proposition in the syllabus

**Study (3) Hassan Margani Mohamed**

Error analysis of the use of preposition in the English writing skill .

A case study of Shendi University: 2008

this study aims to analyzing the errors of the use of some preposition (among, between, beside, by, and with) in the writing skill as well as identifying the actual reasons behind those difficulties and finding the suitable solutions for them. The researcher applied the analytical and descriptive method. The study population includes the teachers and the
student of the department of the English language at the University of Shendi, Faculty of Arts.

The study sample includes 10 teachers and 28 students. The study tools are questionnaire of 16 statements covers the study, domains and a test of 7 questions.

The researcher used the percentage for analyzing the tools and comes to the following results:

1- These prepositions are problematic.
2- The students assume that preposition is easy.
3- Prepositions are not given enough efforts for teaching.
4- The researcher recommends the following:
5- Teachers should give enough efforts for teaching prepositions.

In comparison with these studies the researcher has found that, the results of his study to some extent adapt with these previous studies so that the researcher has found out with actual results.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter is intended to introduce the method that used in the study and includes the procedures adopted in conducting the study, sampling procedures and collecting data. The researcher has followed the descriptive analytic methods, how data are collected and analyzed statistically and describe the tools.

3.1 the Population of the study:-

the population of this study consist of (180) Gezira University students Faculty of Educational Sciences Department of English Language El- kamleen locality.

3.2 The Sample of the Study:-

the sample of the study consist of (40) EFL students from Gezira university Faculty of Educational Sciences Department of English Language El- kamleen locality, the samples are chosen randomly.

3.3 The Tools of Data Collection: -

A questionnaire is used as a tool for data collection the (40) copy of questionnaire were distributed to (40) students in Gezira university El-Kamleen locality by hand.

3.4 Procedures :-

Questionnaire is the main tool in collection data it consist of (40) copy each one has (15) statements. The statement including three multiple choices as the following options (agree, neutral and disagree).

3.5 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analyze the data collected. The researcher used Pearson's correlation and the results obtained as follows. In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is
\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2 \left[ N(\Sigma Y^2) - (\Sigma Y)^2 \right]}} \]

Where

\( r \) = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

\( \Sigma \) : Sum

\[
R = \frac{2 \times r}{1 + r} = \frac{2 \times 0.78}{1 + 0.78} = \frac{1.56}{1.78} = 0.88
\]

Reliability = 0.88

Validity = 0.94
CHAPTER FOUR
DATA ANALYSIS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 40 respondents who represent the teachers’ community in Sudanese secondary schools.

4.1 Analysis of the Questionnaire

statement.(1): Prepositions are so important to be known in learning languages

Table No (4.1)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure(4.1)

It is clear from the above table No.(4.1) and figure No (4.1) that there are (25) persons in the study's sample with percentage (62.5%) agreed with "Prepositions are important to be known in learning languages". There are (12) persons with percentage (30.0%) were not sure. and (3) persons with (7.5%) are disagree.
**Statement (2):** Students understand Prepositions from language contexts

Table No (4.2)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>26</td>
<td>65.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.2)**

It is clear from the above table No. (4.2) and figure No. (4.2) that there are (26) persons in the study's sample with percentage (65.0%) agreed with "Students understand Prepositions from languages contact .". There are (9) persons with percentage (22.5%) were not sure , and (5) persons with (7.5%) are disagree.

**Statement (3):** Prepositions are not systemized to be recognized.

Table No (4.3)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>disagree</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear from the above table No.(4.3) and figure No (4.3) that there are (28) persons in the study's sample with percentage (70.0%) agreed with "Prepositions are not systemized to be recognized ". There are (3) persons with percentage (7.5%) were not sure . and (9) persons with (22.5%) are disagree

Statement (4): Students ignore prepositions complex nature.

Table No (4.4 )

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the above table No.(4.4) and figure No (4.4) that there are (29) persons in the study's sample with percentage (72.5%) agreed with "Students ignore prepositions complex nature ". There are (8) persons with percentage (20.0%) were not sure . and (3) persons with (7.5%) are disagree
**Statement (5):** The use of Prepositions is difficult and contusive in languages use.

Table No (4.5)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.5)

It is clear from the above table No.(4.5) and figure No (4.5) that there are (33) persons in the study's sample with percentage (82.5%) agreed with "The use of Prepositions is difficult and contusive in languages use.". There are (5 persons with percentage (12.5%) were not sure . and (2 persons with (5.0%) are disagree.

**Statement (6):** Teachers do not give suitable time to teach prepositions in teaching process .Table No (4.6)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>34</td>
<td>85.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear from the above table No. (4.6) and figure No (4.6) that there are (34) persons in the study's sample with percentage (85.0%) agreed with "Teachers do not give suitable time to teach prepositions in teaching process.". There are (4) persons with percentage (10.0%) were not sure. and (2) persons with (5.0%) are disagree

**Statement (7):** Prepositions are so overlapping with word class.

Table No (4.7)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the above table No. (4.7) and figure No (4.7) that there are (29) persons in the study's sample with percentage (72.5%) agreed with "Prepositions are so overlapping with word class". There are (9) persons with percentage (22.5%) were not sure. and (2) persons with (5.0%) are disagree
Statement (8): There seems to be some disagreement among grammarians in classifying English Prepositions in relation to their morphemic structure.

Table No (4.8)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the above table No.(4.8) and figure No (4.8 ) that there are (30) persons in the study's sample with percentage (75.0%) agreed with "There seems to be some disagreement among grammarians in classifying English Prepositions in relation to their morphemic structure ". There are (9) persons with percentage (22.5%) were not sure. and (1) persons with (2.5%) are disagree.

Statement (9): Prepositions usage make problems even among advanced students.

Table No (4.9)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear from the above table No. (4.9) and figure No (4.9) that there are (31) persons in the study's sample with percentage (77.5%) agreed with "Prepositions usage make problems even among advanced students ". There are (8) persons with percentage (20.0%) were not sure . and (1) persons with ( 2.5% ) are disagree

**Statement** (10): Its difficult to differentiate between prepositions and other type in word class in sentence . Table No (4.10)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the above table No.(4.10) and figure No (4.10) that there are (20) persons in the study's sample with percentage (40.0%) agreed with "Its difficult to differentiate between prepositions and other type in word class in sentence ". There are (15) persons with percentage (37.5%) were not sure . and (9) persons with ( 22.5% ) are disagree
Statement (11): Prepositions have specific position in sentences

Table No (4.11)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.11)

It is clear from the above table No. (4.11) and figure No (4.11) that there are (20) persons in the study's sample with percentage (50.0%) agreed with "Prepositions have specific position in sentences ". There are (11) persons with percentage (27.5%) were not sure  and (9) persons with (22.5%) are disagree

Statement (12): Prepositions make confusion even among native learners.

Table No (4.12)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>24</td>
<td>60.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>disagree</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear from the above table No.(4.12) and figure No (4.12) that there are (24) persons in the study's sample with percentage (60.0%) agreed with "Prepositions make confusion even among native learners ". There are (1) persons with percentage (2.5%) were not sure. and (15) persons with (37.5%) are disagree

**Statement.(13): Prepositions can be use in written and spoken languages.**

Table No (4.13)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from the above table No.(4.13) and figure No (4.13) that there are (32) persons in the study's sample with percentage (80.0%) agreed with "Prepositions can be use in written and spoken languages ". There are (7) persons with percentage (17.5%) were not sure. and (1) persons with (2.5%) are disagree.
**Statement (14):** Prepositions consist of more than one meanings

Table No (4.14)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>disagree</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.14)**

It is clear from the above table No. (4.14) and figure No (4.14) that there are (20) persons in the study's sample with percentage (50.0%) agreed with “Prepositions consist of more then one meanings”. There are (11 persons with percentage (27.5%) were not sure, and (9) persons with (22.5%) are disagree.

**Statement (15):** Most of people thing that Prepositions are not important to be known in learning English languages

Table No (4.15)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>26</td>
<td>65.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>17.5</td>
</tr>
<tr>
<td>disagree</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear from the above table No.(4.15) and figure No (4.15 ) that there are (26) persons in the study's sample with percentage (65.0%) agreed with most of people thing that Prepositions are not important to be known in learning English languages. There are (5) persons with percentage (17.5%) were not sure and (9) persons with (22.5% ) are disagree.

4.2 Testing of Hypotheses:-

a. Students at universities facing difficulties of using and learning prepositions according to their lack of the prepositions knowledge.

It is clear from table No. (4.5) and figure No (4.5) that there are (33) persons in the study's sample with percentage (82.5%) agreed with "The use of Prepositions is difficult

b. The main causes of misusing prepositions is the complex nature of prepositions, so there must be entity to encode this complexity.

It is clear from table No.(4.4) and figure No (4.4) that there are (29) persons in the study's sample with percentage (72.5%).And this means this hypothesis is accepted.

c. The students ignorance with the prepositions importance is the main reasons of misusing prepositions

It is clear from the table No.( 4.15) and figure No (4.15 ) that there are (26) persons in the study's sample with percentage (65.0%).so that this hypothesis to some extent accepted.
CHAPTER FIVE
CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter mainly summarized the results of the study conclusion and findings as well as reporting some recommendations and stating some suggestions for further study.

5.1 Conclusion

Prepositions seem to occur everywhere in speaking and writing. However, it is difficult to learn to use prepositions correctly as most of them have several different functions and there are not many rules to help in choosing which prepositions to use correctly.

5.2 Findings

1. Prepositions as grammatical item is so overlapping with other words classes.
2. Prepositions have more than one meanings in English language.
3. Prepositions have different function in English sentences.
4. Prepositions can be viewed from three dimensions, form, meaning and use of linguistic context.
5. There are not many rules to help in choosing which correct prepositions to use specifically.
6. Prepositions are not words which have no meaning at all, and they are not a words with a clearly determined meaning.

5.3 Recommendations

According to what the researcher has found out of results in this the study recommend by that.

1. There should be suitable time to any grammatical item in the process of teaching.
2. Prepositions have not unique form to be recognized perfectly and have different meaning, position and function, so teachers should take in considerations this three angles when they explain the use of prepositions.
3. Teachers should make exertion of effort to enlighten their students’ competence facilitating the use of prepositions as possible as they can.
4. Teachers should recognize their students with the prepositions importance.
5. Teacher should apply new strategies for teaching prepositions.
6. Students should be motivated and be aware of learning prepositions.
7. Teachers should introduce students to different types of prepositions through giving them more exercises.
**Bibliography**


Concise oxford English dictionary (eleven edition)


Practical Guide to English Usage Practical Guide to English Usage The University at Oberta de Catalunya (Open University of Catalonia, UOC) Language Service was opened in 1995,


Walker, B.L. (1982) Basic English Grammar, Maryland, USA.


The following websites contain explanations of the use of prepositions:

http://grammar.ccc.commnet.edu/grammar/prepositions.htm
http://www.ucl.ac.uk/internet-grammar/preps/preps.htm
http://owl.english.purdue.edu/owl/resource/594/01/
http://www.hancockcollege.edu/owl/pdf/Parts%20of%20Speech/how%0to%20use%20prepositions%20effectively.pdf
http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html
http://owl.english.purdue.edu/handouts/esl/eslprep4.html
Dear teachers, I would be grateful to fill in this questionnaire which is about an academic purpose for an MA degree under the title (The Appropriate Techniques of Using Prepositions in EFL classrooms) a case of university students.

<table>
<thead>
<tr>
<th>Statements</th>
<th>agree</th>
<th>neutral</th>
<th>disagree</th>
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<tbody>
<tr>
<td>1. Prepositions are so important to be known in learning language.</td>
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<td>2. Students understand prepositions from language contexts.</td>
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<td>3. Prepositions are not systemized to be recognized.</td>
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<td>4. Students ignore prepositions complex nature.</td>
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<td>5. The use of prepositions is difficult and confusing in language use.</td>
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<td>6. Teachers don't give suitable time to teach prepositions in teaching process.</td>
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<td>7. Prepositions are so overlapping with word classes.</td>
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<td>8. There seems to be some disagreement among grammarians in classifying English prepositions in relation to their morphemic structure.</td>
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<td>9. Prepositions usage make problems even among advanced students.</td>
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<td>10. It is difficult to differentiate between prepositions and other types of word classes in sentence.</td>
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<td>11. Prepositions have specific position in sentences.</td>
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<td>12. Prepositions make confusion even among native learners.</td>
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<td>13. Prepositions can be used in written and spoken language.</td>
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<td>14. Prepositions consist of more than one meanings.</td>
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<td>15. Most of people think that, prepositions are not important to be known in learning English language.</td>
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