PREPOSITIONAL PHRASES

DEFINITION: A preposition is a word used to show the relationship between two nouns.

EXAMPLES: The package under the tree is mine. (under is the preposition)
The package in the tree is mine. (in is the preposition)
The package near the tree is mine. (near is the preposition)

NOTICE HOW THE RELATIONSHIP BETWEEN THE PACKAGE AND THE TREE CHANGES WHEN THE PREPOSITION CHANGES.

HOW TO FIND A PREPOSITION:

Almost all prepositions will fit into the following little sentence (it's very handy; memorize it!).

"THE MOUSE GOES _____THE BOX (OR BOXES)."

Try it out with the prepositions underlined in the three sentences used for examples. They fit, don't they?

PREPOSITIONS ARE LABELED "PP."

There are, however, some prepositions that won't fit into the "mouse-box" sentence. There are nine very common ones, which may seem like a lot to remember. Here's a little memory aid: you may not be able to remember them, BUT AL DOES!

B = but (but me)
U = until (until lunch)
T = than (than the others)
A = as (as a wink)
L = like (like a dog)
D = during (during recess)
O = of (of the homework)
E = except (except Bob)
S = since (since breakfast)

A word may fit into the "mouse-box" sentence and look like a preposition, but IT ISN'T A PREPOSITION UNLESS IT'S IN A PREPOSITIONAL PHRASE. To find a prepositional phrase, you say the preposition and ask, "What?" The answer you are looking for is a noun or pronoun that answers that question. That noun or pronoun is called the OBJECT OF THE PREPOSITION. Each prepositional phrase will -

begin with a preposition, and
end with a noun or pronoun.
If there are any words between the preposition and its object, they are modifiers for the object.

In the three sentences above, the prepositional phrases are "under the tree," "in the tree," and "near the tree" and "tree" is the object of the preposition in all three phrases.

PREPOSITIONAL PHRASES HAVE A JOB TO DO; THEY ARE ALWAYS **MODIFIERS**.

Look at the following three sentences:

I ate my lunch before recess.	(the prepositional phrase is "before recess")
I ate my lunch before.	("before" isn't a preposition because there's no object.)
I ate my lunch before I saw you.	("before" isn't a preposition because if you ask, "before what?", the answer would be "before I saw you." That's not a prepositional phrase because you won't have a verb in a prepositional phrase.)

(over)

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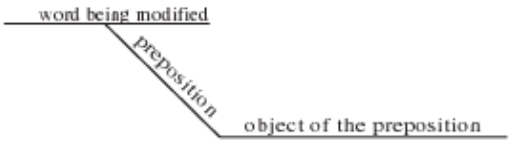
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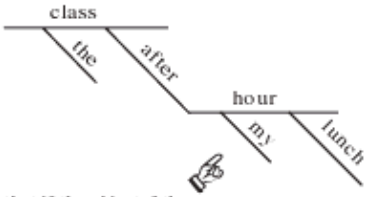
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(over)

DIAGRAMING: Sentence diagraming is a tool we use much like drawing a picture. We use diagrams to make it easier to understand concepts which might be hard to understand. Diagrams consist of three types of lines: horizontal (——), vertical (|), and diagonal (\ ).
The basic diagram of a prepositional phrase looks like this:



EXAMPLE: art n prep adj adj n
the class (after my lunch hour)



Note that if the objectof the prepositionhasany modifiers(articles and adjetives) they go on diagonal lines attached to the object.

NOTE: A few prepositions consist of more than one word. They are *because of, on account of, in spite of, according to, instead of, contrary to* and *out of*. If you find one of these prepositions, label it "pp" with "wings" (as you do with proper nouns of more than one word).

ANALYTICAL GRAMMAR (UNIT #3) NOTES - PAGE 6

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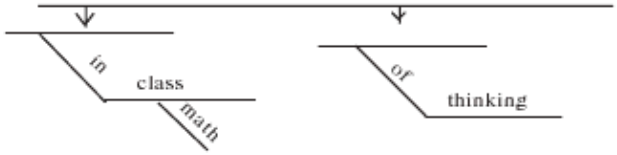
PREPOSITIONAL PHRASES: EXERCISE #1

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper (and as neatly as you can), diagram the prepositional phrases in each sentence. Sentence #1 has been done for you as an example. Notice that some of the words below are underlined. That will be explained to you on the other side of this page.*

pp adj n pro art adj n pp n

1. (In math class) we use a certain method (of thinking).



(For now, we're not going to worry about what word goes on this line. Just diagram the prepositional phrases and leave that line blank.)

2. A person with a mind for math has the advantage over other people.

3. Such people learn concepts about mathematical principles easily.

4. They solve problems in math quickly.

5. Emotional blocks in your mind prevent success in math.

6. A belief in your ability as a mathematician gives you a better chance at success.

7. The "gift" of mathematical ability exists in all people.

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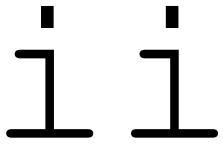
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(over) o

f

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8. A lack of success with certain problems seldom indicates a lack of ability.

9. In school we look for the key to success in mathematics.

10. Instead of "special" brains with ability in math, we need more hard work!

All the underlined words in this exercise are doing the same job. Look at your notes and write what that job is.

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ANALYTICAL GRAMMAR (UNIT #3) EXERCISE #1 - PAGE 2

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PREPOSITIONAL PHRASES: EXERCISE #2

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. Look on the back of this paper for additional work having to do with the underlined words below.*

1. Johnny counts on his fingers in math class!

2. Counting on his fingers helps him with some math problems.

3. Early in many students' educations, teachers prohibit counting on fingers.

4. Counting on their fingers in public embarrasses some people.

5. Do your math in your head!

6. In an emergency, finger-count under the table!

7. In many cases, finger counting indicates an understanding of arithmetic.

(over)

PREPOSITIONAL PHRASES: EXERCISE #2

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(over)

8. In ancient China, they used a sophisticated finger-counting machine called an abacus.

9. The Chinese still use the abacus in their everyday lives.

10. Clever, imaginative finger-counting schemes work effectively for many people.

DIRECTIONS: *The underlined words in these sentences are doing one of two jobs. Choosing your answer from the jobs below, write what job each underlined word is doing.*

MODIFIER *OBJECT OF THE PREPOSITION*

SENTENCE #	WORD	JOB
1	class	_____
2	math	_____
4	public	_____
7	many	_____
9	lives	_____
10	finger-counting	_____

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1. Contrary to popular belief, you use your imagination in math class.

2. Early in the history of mathematics, the imagination of mathematicians led to the discovery of each new mathematical theorem.

3. The act of mathematical creation involves the use of all one's abilities.

4. In most cases, the gift of logic plays only a part in the mathematical process.

5. In your classes at school, success in mathematics requires an intuitive sense of the rightness of things.

6. You often give the solution to the problem an "educated" guess.

7. Sometimes you find the answer without conscious awareness of the creative process.

8. In your mind you instinctively know the answer to the problem.

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9. Creativity exists in all aspects of math.

10. The logical part of your mind is not the only intellectual tool in use.

DIRECTIONS: *Write what job the underlined words are doing. Choose your answer from among the following:*

OBJECT OF THE PREPOSITION *MODIFIER*

SENTENCE #	WORD	JOB
2	mathematicians	_____
3	one's	_____
5	intuitive	_____
5	rightness	_____
10	logical	_____

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SKILLS SUPPORT

DIRECTIONS: *Mark all the words in the passage below that you know. Put parentheses around the prepositional phrases. Diagram the prepositional phrases. Then paraphrase the entire paragraph.*

Research has failed to show any difference between the sexes in mathematical ability. The perception of math as a masculine domain stems from other myths about the subject. Math is seen as the epitome of cool, impersonal logic - nonintuitive and abstract.

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