CHAPTER 2

REVIEW OF RELATED LITERATURE IN THE USE OF ENGLISH

PREPOSITIONS

2.1 Definition of prepositions

One of the thesis’ aims is to inform the readers more fully about prepositions, where interested readers such as: students, teachers and those who find further information, reference about prepositions or anything that contain in this thesis, and for those who studies English as well. As the writer of this thesis I do hope that through this thesis, readers may learn about relevant theories and further references. In order to give clear explanation this thesis gives some necessary basic information that concerning prepositions. Here are some definitions of prepositions taken from dictionaries to introduce and get clear thought about prepositions in the hope that the readers are able to conclude the idea of prepositions.

a. A word that is used before a noun, pronoun or gerund to show that word’s connection with another word, such as, ’of’ in ‘a house made of wood’, and, ’by’ in ‘We open it by breaking the lock’. (Longman Dictionary of Contemporary English, 1995)

b. A word governing (and usu. preceding) a noun or pronoun and expressing a relation to another word or element, as in: ‘the man on the platform’, ‘came after dinner’. ‘What did you do it for?’ (The Concise Oxford Dictionary of Current English, 1990)

c. Preposition is a word such as ‘by’, ‘for’, ‘into’, or ‘with’ which usually has a noun group as its object. There is nothing in the rules of grammar to suggest
that ending a sentence with preposition is wrong. (Collins Cobuild English Dictionary, 1995)

d. A word functioning to indicate the relation of a substantive (the object of the preposition) to another substantive, a verb, or an adjective. Some English prepositions are by, for, from, in, to, with. A preposition is usually placed before its object (whence its name). (The New International Webster’s Comprehensive Dictionary of The English Language, 2003)

From the definitions of prepositions above, can be concluded that English prepositions express a relation to another word or element. Prepositions connect words. Prepositions illustrate a relation between words. Prepositions used before a noun, pronoun or gerund, but if prepositions are used at the end of the sentence that will be correct, and it is not considered as grammatical mistake, there is another possibility in using prepositions related to the arrangement of using prepositions. For instance: ‘What did you do it for?’

2.2 Introduction to prepositions

Prepositions are very significant in English language, on account of the fact that prepositions connect a noun or pronoun or a noun phrase to another element as to another noun, etc as already defined in the previous section. Prepositions are often used in both speaking and writing. Frank states that prepositions are considered as structure words rather than parts of speech.

Modern linguist prefer to classify prepositions as structure words rather than as parts of speech. Prepositions range in meaning from such definite semantic notions as time, place. Etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship (the murder of all the prisoners by their captors). A preposition signals that a noun or a noun structure follows it; the preposition – noun combination constitutes a
prepositional phrase (He walked into the house). A prepositional phrase may function as an adverb, adjective or noun. (1972: 163)

There are many kinds and types of prepositions in English such as: preposition of place or preposition of path or preposition of location or position, preposition of time, preposition of movement or direction. Prepositions can consist of one or single word, two or multi words. Jones & Allsop (2001: vii) wrote that “Prepositions are used all the time in English, but it is often difficult to know which preposition to use”. That is why although prepositions are always used in English, it is not easy to choose and decide which appropriate preposition to use. For that reason, it is very important to learn prepositions more seriously.

“A preposition is a (typically small) word that occurs before a noun phrase making another phrase (a prepositional phrase) with it. The term itself reflects the grammatical place of prepositions, ‘positioned before’ noun phrases.” This data comes from (1983: 190). Hurford says that prepositions express relationships in time or space between things and events (Hurford, 1983: 191). Here are some examples of English prepositions: in, at, on, under, above, in front of, behind, beside, between, over, among, along, through, toward, into, across, etc.

2.2.1 Subjects and landmarks

In this section the writer gives brief explanations about Subjects and Landmarks in prepositions. The writer concludes this topic because this topic is one of the parts in learning prepositions, in addition, this topic is considered significant in helping to understand more about the pattern of English prepositions. The term of subject and landmark are made to simplify the use of prepositions or to understand
prepositions clearly. The term of subject and landmark are made by Lindstromberg, she uses the words *subject* and *landmark* both to refer to words in sentences or phrases and to the things which the words refer to. (Lindstormberg, 1997: 9). In order to learn more about the term of subject and landmark in prepositions which made by Lindstromberg, below are the examples of the explanation which is described by Lindstromberg.

- There was *a candle on the table*.

About this example the following can be said:

- *A candle* is the ‘subject’ of the preposition.
- *The table* is the ‘landmark’ of the preposition.
- The preposition tells us where the Subject is in relation to the Landmark.

Subject and Landmark can be used to refer to physical body or place, but, it may not also refer to physical body or object.

Subject and Landmark may each refer to a physical body or place, as in the sentence *He’s in bed*. In such a case, we may say that a preposition is being used literally.

When a subject and/or Landmark does not refer to physical object or place, as in *He is in trouble* or *The economy is in trouble*, we may say that the preposition is being used metaphorically. That is being ‘in trouble’ does not mean that one is necessarily really in anything. (1997: 15)

Furthermore Lindstromberg describes about Landmark deeper. Lindstromberg explains the arrangement of Subjects and Landmarks. There are several arrangement of Subjects and Landmarks. Subjects and Landmark in questions, Landmarks that are omitted, abstract Landmarks. First the arrangement of the Subjects and the Landmarks that comes after the verb, examples: There was *a candle on the table*. There’s *a party on Friday*. There were *some candles on the tables*. In the example of *There were some candles on the tables*, It shows that both the Subjects and Landmarks can be plural. However the
arrangement of Subjects and Landmarks does not always come after the verb. Subjects, prepositions, verb and Landmarks can be arranged:

1. *A fly landed in my soup.* (S/V/Pr/L)
2. *In our garden there are plenty of birds* (Pr/L/V/S)
3. *A shop in town burned down.* (S/Pr/L/V)

Secondly, is Subjects and Landmarks in questions, Subjects and Landmarks can be used in questions. According to Lindstromberg In question with *who, what, where,* etc., the question word represent a Subject (*who* or *what*), example:

*Who/What did you see in the kitchen?* (S/did you see/Pr/L)

A question can also refer to a Landmark. For instance:

*What did you see it on?* (L/did you see/S/Pr)

The next is the Landmarks that are omitted. Seth Lindstromberg use Omission Landmarks for Landmarks that are omitted. Example:

*Is she in (L)?* (V/S/Pr; L= her home, office or wherever)

Landmarks often refer to abstract concepts rather than physical objects or places (1997, p.12). Example:

*You are in trouble now.* (S/V/Pr/L)

In the example above the Landmark is a form of abstract; it doesn’t refer to physical objects.
2.2.2 Meaning in prepositions

Eventhough prepositions may consist of only one or a few of words but they play important role in the meaning, each preposition can have different meanings. Jones & Allsop (2001: vii) in the introduction also say that “preposition are ‘little words’ but they carry a lot of meaning”. The meaning of prepositions can be literal, metaphorical extension, prototypical, etc.

a. literal meanings

According Lindstromberg in her book English Preposition Explained the literal meanings are the meaning(s) of preposition, which first learned by native-speaking children. The meanings of prepositions refer to physical world and they mean explicitly.

- The meaning(s) of a preposition which appear to be learned earliest by native-speaking children
- The meanings involved in the use of a preposition to refer to the physical world, that is, to arrangements and orientations of physical bodies with respect to each other and to paths which they may follow with respect to each other. (1997: 18)

These are some examples that contain literal meanings in the use of prepositions:

- The dog is on the chair. (It explains the location of the dog with respect to chair)
  In this example on is being used literally, because the Subject and the Landmark are tangible. The dog is the ‘Subject’ of the preposition, and the chair is the ‘Landmark’ of the preposition.
- The dog jump over the chair. (it explains path of dog with respect to chair)
In prepositions there are also the meanings that do not refer to literal meaning because the prepositions aren’t used literally. For example the use of the same prepositions of *on* and *over*:

- They are *on* time!
- They’ve gone *over* the limit.

The examples above do not refer to relative meaning because they do not refer to physical world.

**b. Depictable and non depictable meaning**

The meaning of prepositions can be both depictable and non depictable. Seth Lindstromberg describes that depictable is as a preposition which is used in a sentence and be able to explain clearly using an icon.

Example of depictable preposition proposed by Seth Lindstromberg:

*Go to town*

In the meaning of *to* can be depicted as —► ○

Lindstromberg explains in this icon as follow, the arrow represents direction along path while the blob represents the endpoint of the path, in this case, a town.

The non depictable meaning can not be represented by an icon, that the reason why the meaning is non depictable, for instance in the sentence below:

That’s too bid *for* me

In her thought, Seth Lindstromberg says that the preposition not at all clear how the meaning of *for* could be depicted. In fact, *for* seems never to be substantially depictable.
c. **Prototypical meanings and secondary meanings**

Lindstromberg (1997: 18) explains that most prepositions come to have a variety of different but related meanings, further more Lindstromberg uses *on* for example. According to Lindstromberg that *on* has a literal meaning as in *on the table*, the example of preposition as in *on the table* can be represented using an icon as follows:  

![Icon](Q)

The meaning is the gist which is ‘contact with an upper surface’, Lindstromberg states that this is the most basic and according to her it is conceptually ‘prototypical’. (p. 19). In addition this meaning is certainly the meaning which native speakers first learn as children. Nevertheless, the meaning of prototypical has secondary meanings, according to Seth Lindstromberg, the meaning of secondary meaning is closely related with the meaning above (prototypical meaning) Lindstromberg explains that the meaning which we see in the town name *St Leonard’s-on-sea* (near Hastings on the south coast of England) or in the sentence *I live on D street* This ‘secondary’ meaning, which has to do with ‘contact at the edge of a surface’, can be iconically represented thus:  

![Icon](Q)

d. **Metaphorical extension of meaning**

The metaphorical extension meaning according to Lindstromberg is the meaning which applied to an intangible, or abstract, Landmark:

For example: Dale is *overweight*. 
In the example above weight is the Landmark. A person’s weight is conceived of as if it were a physical object that another object/weight can literally be over.

The metaphorical extension meaning above means that Dale’s weight more than that it should be. Lindstromberg also describes that ‘metaphorical extended’ meanings and ‘secondary’ meaning are note the same thing. (p. 22) Lindstromberg said, ”A secondary meaning of this or that preposition is a literal meaning which happens to be less psychologically fundamental than that prepositions’ prototypical meaning.”

2.3 Prepositions in use

In the next page the writer will explain and give information about the use of prepositions which are learned by 6th grade elementary school at Regina Pacis Elementary school. The writer takes information from reference books such as grammar books, dictionary, and any kinds of articles in English books which concerning with prepositions in the hope that by this way the thesis will be able to explain how to use prepositions properly and correctly, and the reference which are taken can help to consider choosing the most appropriate prepositions.

2.3.1 References

Since English prepositions can be used for different contexts, the term of reference for prepositions is used to show a large number of the ideas that are intended expressed by English prepositions. That is the reason why it is important to know the
references of prepositions. The terms of reference of prepositions are used by Doening & Locke in the book of *A University Course in English Grammar*. Here are list references of prepositions taken from *A University Course in English Grammar* book by Doening & Locke, (2002: 592, 599-600)

**a. Spacial reference**

1. interiority  9. direction  17. continuity  
2. exteriority  10. separation  18. extent  
3. superiority  11. oppositeness  19. accompaniment  
4. inferiority  12. transversality  20. parallelism  
5. anteriority  13. verticality  21. origin  
6. posteriority  14. horizontality  22. partition  
7. proximity  15. circularity  
8. contiguity  16. indeterminacy  

**b. Time reference**

23. point in time  26. relative to a period  29. frequency  
24. relative to a point  27. anteriority  
25. period of time  28. posteriority  

**e. Abstract reference**

30. cause  36. role  42. support  
31. reason  37. means  43. opposition  
32. purpose  38. agency  44. exception  
33. source  39. reaction  45. condition  
34. manner  40. attribution  46. addition  
35. comparison  41. existence  47. exchange
2.3.2 Examples of prepositions used as its references:

Here are some examples of prepositions which can be used according to references. Retrieved from: *A university Course in English Grammar*, (Doening & Locke, 2002: 602) Great Britain: Prentice Hall Intl, Ltd.

**Spatial Reference**

<table>
<thead>
<tr>
<th>Case</th>
<th>Exponents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Interiority:</td>
<td>in, inside, within, into, among, amid(st), in the midst of, between, in the middle of.</td>
</tr>
<tr>
<td>2 Exteriority:</td>
<td>out, outside, out of.</td>
</tr>
<tr>
<td>3 Superiority:</td>
<td>on, upon, on top of, atop, above, over, onto.</td>
</tr>
<tr>
<td>4 Inferiority:</td>
<td>under, underneath, beneath, below.</td>
</tr>
<tr>
<td>5 Anteriority:</td>
<td>before, in front of, ahead of, preceding.</td>
</tr>
<tr>
<td>6 Posteriority:</td>
<td>behind, at the back of, in back of (AmE), following.</td>
</tr>
<tr>
<td>7 Proximity:</td>
<td>by, near (to), close to, with, beside, alongside, approaching.</td>
</tr>
<tr>
<td>8 Contiguity:</td>
<td>at, against, in contact with, at the end/beginning of, in the middle of, on.</td>
</tr>
<tr>
<td>9 Direction:</td>
<td>to, for, towards, up to, after, at, on, in, about, around.</td>
</tr>
<tr>
<td>10 Separation:</td>
<td>from, away from, apart from, off.</td>
</tr>
<tr>
<td>11 Oppositeness:</td>
<td>opposite, facing.</td>
</tr>
<tr>
<td>12 Transversality:</td>
<td>through, across, past, over, by.</td>
</tr>
<tr>
<td>13 Verticality:</td>
<td>up, down.</td>
</tr>
</tbody>
</table>
14 Horizontality: along.
15 Circularity: round, around, about.
16 Indeterminacy: about, around, round.
17 Continuity: past, by, beyond.
18 Extent: for, throughout, over, all over, as far as, from…to.
19 Accompaniment: with, without, along with, together with, in company with, in the company of.
20 Parallelism: parallel to, in parallel with, in line with.
21 Origin: from, at.
22 Partition: of, per.

**Time Reference**

23 Point in time: at, on, (close) on, (just) on, as of.
24 Relative to a point: by, until, (up) to, (as) from, since, pending, for, in.
25 Period of time: for, over, during, through, throughout, from…to…, in the course of.
26 Relative to a period: in, at, outside, inside, within, in the course of, between…and…
27 Anteriority: before, prior to, previous to, preliminary to, preparatory to.
28 Posteriority: after, following, subsequent to.
29 Frequency: per, at intervals of.

**Abstract Reference**

30 Cause: because of, on account of, due to, owing to, for, through, of, from, thanks to.
| 31 | Reason: | for, from, out of, for love of, for want of, by reason of, for need of, for lack of, for the sake of, in view of, in the light of, on the grounds of, by virtue of. |
| 32 | Purpose: | for, to, at, with a view to. |
| 33 | Source: | from, of. |
| 34 | Manner: | like, in, with, in the manner of, a la, after. |
| 35 | Comparison: | like, unlike, than, as, such as, with, in comparison with, as against, over, above, under. |
| 36 | Role: | as, in the capacity of, by way of. |
| 37 | Means: | in, by, by means of, by dint of, with, without. |
| 38 | Agency: | by. |
| 39 | Reaction: | to, at, by, with, for. |
| 40 | Attribution: | of, in, with, without. |
| 41 | Existence: | with, without. |
| 42 | Support: | for, on behalf of, in aid of, in favour of, in support of, for the sake of. |
| 43 | Opposition: | against, up against, contrary to, at variance with, at the expense of. |
| 44 | Exception: | except (for), excepting, with the exception of, excluding, bar, barring, apart from, aside from, but, other than, save, beyond. |
| 45 | Condition: | in case of, but for. |
| 46 | Addition: | besides, as well as, in addition to. With, together with, along with. |
| 47 | Exchange: | for, in exchange for, in return for. |
| 48 | Replacement: | instead of, in place of, in lieu of. |
| 49 | Reference: | regarding, respecting, concerning, with regard to, with respect to, in regard to as regards, as to, as for, on, of, at about, ref., re. With reference to, regardless of, irrespective of, for. |
Kinds of prepositions

Prepositions are numerous; there are many prepositions in English. Each preposition is used for different purposes and functions. Lindstromberg proposed three kinds of preposition which are commonly used in English. In her opinion, traditionally, prepositions have been divided into prepositions of place, prepositions of direction (or motion or movement), and prepositions of time. (1997: 15)

From the three categories of prepositions, the writer uses terms of prepositions as follow, prepositions of place, prepositions of time and prepositions of movement for the sake of simplicity and in order to make them easier to be memorized. In the next section the writer will discuss the three prepositions (prepositions of place, prepositions of time and prepositions of movement) more specifically. All the theories about prepositions discussed in this thesis are taken from English grammar books (Murphy: 1987, Lindstromberg: 1997, Close: 1998, Frank: 1972, Doening & Locke: 2002, Quirk: 1972, Murcia & Larsen: 1983, Crystal: 1993, Yule: 1998, Svartvik: 1985, Hill & Hurst: 1997). All the theories from the grammarians are combined in order to get general idea of the explanation and the meaning about the topic of prepositions.
2.4.1 Prepositions of place

Generally prepositions of place in English are used to indicate a position, location, or an area. The using of prepositions of place helps people who want to describe or explain where something is located. Many types of prepositions of place that can be used to indicate more specific area, position or location, the use of prepositions of place itself must be used properly and precisely, with this in mind someone who use prepositions of place will be able to direct the location, position, or an area clearly. Each prepositions of place is used differently with different purposes as well. The wrong choice of prepositions can cause misunderstood between people who direct the location and people who are directed to the location. That is the reason why prepositions are quite significant to be learned in English language.
2.4.2 Types of prepositions of place:

In order to describe the function of the prepositions of place, it will be easier to use some pictures to describe the meaning of the prepositions of location itself. In this thesis the writer will take some pictures from reference books that commonly used to indicate and explain about prepositions of place including the explanations as well.

a.  *At*

- *At* is used to describe a relationship in space
- The preposition *at* is used in connection with a place which is thought of as a point in space without considering its dimension of length, width and height” such as in (pic 2).
- Below are the other examples of preposition of *at* in use:
  - I saw her *at* the window.
  - They waited *at* the entrance.
  - Does this train stop *at* all stations?
  - We turned off the motorway *at* Preston.
• **Particular use:**

  a) To talk about people’s homes or business premises

      Example: We won’t be at home tonight.

      I met her at John’s (house).

      I bought this painting at Harrods.

      Did he get his hair cut at the new barber’s?

  b) It is used with precise addresses

      Example: My friends live at 94 Kew Road Richmond

  c) It is used with places of study, work and entertainment

      Example: I think she’s at school.

      Is she still at the office?

      Did you meet at the party or at the cinema?

**b. In**

• The preposition *In* is used in connection with a place which is thought of as possessing *length*, *width*, and *height* and therefore able to be entered.
Examples:

1. Is there anything to drink in the fridge?

2. Jack is upstairs in his room.

3. Do you keep your car in a garage?

• In particular in is used to refer to:
  • places which, although not completely enclosed, have a wall, fence or hedge around them;

Examples:

Do you want to take walk in the park?

I think Dad’s in the garden.

He set up the tent in a field.

• large areas (e.g. countries, deserts, large islands, towns);

NOTE: On is used for small islands

Examples:

We had a marvelous holiday in Norway

Napoleon was born in Corsica.

He lived in London for many years.

• a street, but not a precise address;

Example:

The bank’s in Victoria Street.

• newspapers, magazines and books;

Examples:

I read in today’s paper
You’ll find her number **in** the telephone directory.

- the universe, the sky

Example:

There was a strange green light **in** the sky.

➢ For towns both **at** and **in** may be used but from a different perspective;

Examples:

We stopped at Conventry on the way to Birmingham.

![Map diagram](#)

We stayed in Conventry for two days.

![Map diagram](#)

c. **On**

- In connection with a place which is thought of as two-dimensional surface area.
Examples:

Your magazine’s on the table over there.

Look- the key’s on the floor.

Let’s sit on the grass for a while.

There’s some tomato on your shirt.

• In connection with a place which is thought as a point along a line.

Examples:

The station’s on the main line to Glasgow.

The village lies on the Australian border.

There’s a nice pub down there on the river.

• In particular to refer to:

a) a page;

Example:

The answers are on page 92.

b) floors in the building (but we say in the basement);

Example:

The shoe department is on the second floor.

c) permanent location next to a lake or the sea;

Example:

It’s beautiful fishing port on the black sea.

d) large forms of transport, e.g. planes, trains, but not cars (in also possible sometimes);
Example:

The pilot’s already on the plane.

Compare:

She sat in the car until the rain stopped.

e) small islands;

Example:

Napoleon died on St. Helena.

f) the positions right and left;

Example:

In Britain you must drive on the left.

d. Under and Above

*Under* and *above* express relative position vertically, in prepositions *under* and *above* tend to indicate a direct vertical relationship or spatial proximity.
Beside *under* and *above* there are other prepositions that indicate the same relative vertical position. Nevertheless, the difference is the prepositions indicate simply ‘on a higher/lower level than’.

(VERTICAL AND HORIZONTAL DIRECTION)

**e. In front of** and **Behind**

*The cyclist is in front of the bus.*

*The cyclist is behind the tractor.*
Apart from simple position, prepositions may express the relative position of two objects or groups of objects. *Above, over, on top of, under, underneath,* and *below* express relative position vertically, where as *in front of, before, behind,* and *after* represent it horizontally. (Look at vertical and horizontal direction). *In front of* is the opposite of *behind.*

**f. between**

Between relates the position of an object to a definite or exclusive set of discrete objects. When a thing or a subject is said between two other things, usually the description arrangement of objects in the mind such as this, 

[Diagram: black dot between two other dots]

The little ball is *between* two big balls.

*Between* is used mainly when there are two Landmarks.

**g. Among**

[Diagram: black dot among multiple other dots]

*The house is among the trees.*
Among = ‘in a crowd’

The –mong in among derives from Old English and is related to and once meant much the same thing as the German word Menge, i.e., ‘group’ or ‘crowd’. The –tween in between, however, is related to the word twain (=’two’). Among is used fro multiple Landmarks.

h. Beside

Beside, as its composition suggests, be (=by) + side, means ‘by the side of’

i. Across

Across has a meaning related to that of its main component, cross, and used to speak of cross-like arrangements at the picture above.
2.4.3 Prepositions of time

Prepositions of time are used to indicate time. In prepositions of time it shows that Landmark do not always refer to tangibles like candles and the chairs, but it can also refer to intangibles. In the next example of prepositions of time, the Landmarks of prepositions are concerning time signal.

2.4.4 Types of prepositions of time:

a. At

*At* is used with times:

*at* 5 o’clock  *at* 11.45  *at* midnight  *at* lunchtime

- Tom usually leaves work *at* five o’clock.

But we usually leave out *at* when we ask *(At) what time...?*:

- **What time** are you going out this evening?

*At* also used in these expressions:

<table>
<thead>
<tr>
<th>At night</th>
<th>I don’t like going out <em>at night</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the week-end/ at week-ends</strong></td>
<td>Will you be here <em>at the week-end</em>?</td>
</tr>
<tr>
<td><strong>At Christmas/ at Easter</strong></td>
<td>We give each other presents <em>at</em> Christmas.</td>
</tr>
<tr>
<td>(public holiday periods)</td>
<td></td>
</tr>
<tr>
<td><strong>At the moment/ at present</strong></td>
<td>Mr. Benn is busy <em>at the moment/ at present</em>.</td>
</tr>
<tr>
<td><strong>At the same time</strong></td>
<td>Ann and I arrived <em>at the same time</em>.</td>
</tr>
<tr>
<td><strong>At the age of ...</strong></td>
<td>Tom left school <em>at the age of 16/ at 16</em>.</td>
</tr>
</tbody>
</table>
b. On

On is used with dates and days:

on 12 March on Friday(s) on Christmas Day (but ‘at Christmas’)

- They got married on 12 March.

On can be used to say:

on Friday morning(s) on Sunday afternoon(s) on Monday evening(s)
on Saturday night(s) etc.

- I usually go out on Monday evenings.

d. In

In is used for longer periods of time (for example: months/years/seasons):

in April in 1968 in (the) winter
in the 18th century in the 1970s in the Middle Ages

- They got married in 1968.

In also used to say:

In the morning(s)/ in the afternoon(s)/ in the evening(s)

- I’ll see you in the morning. (but ‘I’ll see you on Friday morning.’)

➢ at/ in/ on are not used before last and next:

- I’ll see you next Friday.

- They got married last March.

In + a period of time = a time in the future:
- The train will be leaving in a few minutes. (=a few minutes from now)
- Jack’s gone away. He’ll be back in a week. (= a week from now)
- They are getting married in six months. (= six months from now)

In also used to say how long it takes something:
- I learnt to driver in four weeks. (=it took me for weeks to learn)

2.4.5 Prepositions of movement

As the name implied prepositions of movement express movement. Prepositions of movement emphasize or the effort required to complete that process. A sharp distinction between prepositions of place (or ‘location’ or ‘position’) and prepositions of movement (or ‘direction’ or ’motion’ or path’). They have to do with the following notions:

- the endpoint of path or movement
  i. Put it in there.
In (i), there specifies the endpoint.

- the starting point of path or movement
  ii. I heard a sound coming from that bush.
In (ii), that bush specifies the starting point of a path followed by a sound.

- the direction or orientation of a path, rather than its end and starting point:
  iii. They headed toward town.
Here, town specifies the direction of a path.
Most of these prepositions can express either position (where something is) or movement (where it is going).

Position: The coin was under the sofa.
Movement: The coin rolled under the sofa.

2.4.6 Types of prepositions of movement

a. **Along**

   ![Diagram](image1)

   *Along* (from *on* + *long*) entails movement parallel to something long such as a road, stream or fence.

b. **Through**

   ![Diagram](image2)

   *Through* = ‘in and out again’. The basic of *through* is that shown in figure and picture above. The meaning of *through* entails that part of path is
surrounded by a Landmark. This path can either make direct contact with the Landmark as in example (1) or not, as in example (2):

Example:

(1). The worm ate its way *through* the apple.

(2). The bird finally flew *through* the window out into the sun-shines.

c. *Into*

*In* or *into* are used when there is a mental image of destination consisting of an enclosing boundary and an interior. *In/into* means specifically that the path does cross the surface of boundary of the Landmark. Look at the figure and picture above.

*In* vs *into*. Our prototypical mental image of ‘in-ness’ is surely that of a Landmark enclosing the subject. Often, a context may make it clear that prior to enclosure there was movement. But use of *in* in such a context stresses ‘resultant-enclosure’ without clear images of preceding movement:

Example:

(1). We got *in* the car.

The meaning of *into*, on the other hand, seems to give movement and the result equal emphasis:
Example:

(2). We got *into* the car.

This difference in the meaning shows up more clearly with verbs of movement than with the ‘result’ verb get. Thus, In the example (3) below is unambiguous about movement from outside to inside whereas (4) could mean as well that people jumped after they were already inside the train (as in, *We jumped for joy on the platform and they jumped for joy in the train*).

Example:

(3). They jumped *into* the train.

(4). They jumped *in* the train.

d. *Past*

![Diagram of past usage](image)

Past does not mean ‘across and well on the other side of’. Past has a much narrower range of meanings. As a preposition of movement, past may have the same meaning depicted in figure above.
e. **Toward**

The meaning of *toward, toward* (or, especially in Br.E., *towards*) means ‘nearer and nearer, in the direction of’. The Landmark is not necessarily the endpoint of the path since the path may never reach the endpoint. For example, a sentence like this possible:

Example:

The giant snowball rolled *toward* the house, but broke apart before it got there.

f. **Across**

*Across* can mean ‘from side to side’. The two examples above show the central meaning which includes a path, path goes from beyond one side of the Landmark to beyond the other or whether it merely goes between sides.
Unlike *above*, *over* is prototypically a preposition of movement rather than place. Form the two icons above, it is probably the one on the left that best represents the prototype of *over* from the reason that gravity causes many paths over a Landmark to arc up and down.

*Above* can never be used to describe situations like those shown in figure above where movement or path leads from beyond one side of a Landmark to beyond the other side.

### 2.5 Achievement test

Tests are used to conduct the data in this thesis. For that reason, the writer considers that it is important to explain the basic meaning of tests itself in order to give explanation why tests are used in accomplishing the thesis. Two Experts Wiersma & Jurs noted (1990: 11) Tests are measurement devices that provide information about students and possibly others. Tests are used to provide information about student characteristics and performance-information that probably cannot be obtained in other ways, at least not as efficiently and effectively. On account of the fact that functions of the tests which are described by Wiersma & Jurs above, the writer used that device to conduct the data. There are many kinds of tests, but in conducting the thesis the writer
used achievement tests. An achievement test = is a systematic procedure for determining the amount the student has learned. (Taken from the 3rd edition of Constructing Achievement Tests, 1982, published by Prentice-Hall, Inc). Further more in the same book the author Norman E. Gronlund said that Achievement testing plays a prominent role in all types of instructional programs. It is the most widely used method of assessing pupil achievement in classroom. (1982, p. 1).

2.6 Common mistakes

One of the goals in this thesis is to determine the common mistakes of using prepositions done by the elementary students at Regina Pacis Jakarta. Thus, the writer needs to explain the idea of common mistake. ‘common’ = occurring often. ‘mistake’ = an incorrect idea or opinion, a thing incorrectly done or thought. (Taken from The 8th edition of The Concise Oxford Dictionary of Current English, 1990, Oxford University Press). In this thesis the writer means by common mistake is the idea, thought, or answers which often done incorrectly, or incorrect idea, thought or answers which occurring often.