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**AN ANALYSIS OF PREPOSITIONS IN ENGLISH AS A  
FOREIGN LANGUAGE (EFL) TEXTBOOKS IN PRIMARY  
EDUCATION**

**ANÁLISIS DE LAS PREPOSICIONES EN LIBROS DE  
TEXTO DE INGLÉS COMO LENGUA EXTRANJERA (ILE)  
PARA LA EDUCACIÓN PRIMARIA**

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## **Abstract**

Prepositions are present in every sentence people use when communicating an oral or written message to another person. As it is well-known prepositions are lexical items that function as linking elements establishing a relationship usually between a noun or a pronoun and another element in the clause. For this reason, prepositions have an important role when teaching English as a Foreign Language (EFL). When using prepositions, their meaning may be literal or figurative, which can be more difficult for L2 young learners to understand.

The main objective of this MA dissertation is to explore how Spanish students are exposed to different prepositional uses from early childhood through the analysis of a series of English as a Foreign Language (EFL) textbooks from the first to the sixth grade of Primary Education. In these books, the language students find can be literal or figurative such as in the form of metaphors, phrasal verbs, etc. So, it is important to know the role that figurative language plays when developing both, the L1 and the L2, to understand how students face the difficulty this language implies for young learners.

**Key words:** *prepositions, EFL, young learners, Primary Education, figurative language.*

## Resumen

Las preposiciones están presentes en cada frase que usamos al transmitir un mensaje oral o escrito hacia otra persona. Como es bien sabido, las preposiciones son unidades léxicas que funcionan como nexos estableciendo una relación normalmente entre un sustantivo o un pronombre y otro elemento de la oración. Por esta razón en especial, las preposiciones tienen un papel importante cuando se enseña Inglés como Lengua Extranjera (ILE). Cuando se usan preposiciones, el significado puede ser literal o figurado, el cual puede ser más difícil de asimilar para aprendices de una segunda lengua en edades tempranas.

El objetivo principal de este Trabajo Final de Máster es explorar cómo los estudiantes españoles están expuestos a diferentes usos de las preposiciones desde la infancia a través del análisis de una serie de libros de texto de inglés como lengua extranjera (ILE) desde el primer hasta el sexto curso de Educación Primaria. En estos libros, el lenguaje que encuentran los estudiantes puede ser literal o figurado, en forma de metáforas, verbos con partículas, etc. Por lo tanto, es importante conocer el papel que desempeña el lenguaje figurado tanto en la L1 como la L2 para comprender cómo los estudiantes afrontan la dificultad que este lenguaje les puede ocasionar.

**Palabras clave:** *preposiciones, ILE, aprendices de una L2 en edades tempranas, educación primaria, lenguaje figurado.*

## **1. INTRODUCTION**

This MA dissertation focuses on how young L2 learners of English are presented with different prepositions since the earliest years of Primary Education and how the amount of exposure to them is increasing along this educational stage. The first thing people think when considering prepositions is of a long list of small words which are used before or after a noun or pronoun to show how it is related to another word or to show place, directions, time etc. However, these small words called prepositions also convey other meanings, including figurative ones, that is, they can have other meanings apart from the literal one that can be found in dictionaries.

In this MA dissertation, we will see how students in the Primary Education stage are exposed to different prepositions whose number and meanings increase as they progress through the years. With the help of tables and some figures the specific prepositions to which students are presented will be shown and also the meanings found in the textbooks for the same preposition, dividing them into literal and figurative senses.

### **1.1. Justification**

To the best of my knowledge, there are no specific studies devoted to explain how prepositions are dealt with in the L2 primary school classroom. In relation to aspects such as when students start dealing with these words and how they understand the meanings they have, including literal and figurative senses.

There are studies which have addressed the issue of prepositions, but not from the point of view of a Primary Education student learning English as a Second Language. For example, in his seminal book *English Prepositions Explained*, Lindstromberg (2010) analyses, from a Cognitive Linguistics perspective, each preposition in detail, including the possible and different meanings these prepositions can have and also showing examples of them.

This book accounts for the meanings of the prepositions in general, without bearing in mind how prepositions are presented to L2 learners through their educational materials. For this reason, and taking this book as a guide, in

this MA dissertation some prepositions to which young EFL learners are exposed, namely, “in”, “out”, “up” and “down,” are analyzed in a series of EFL Primary Education textbooks.

The four prepositions mentioned before have been chosen due to the enormous weight they have in Primary Education textbooks and also because they imply different meanings, again literal and figurative, while there are others that appear in all the textbooks which are always used in the same way and with the same meaning. Thus, these prepositions give a general idea of the language children can face when studying in the Primary Education stage, since they are exposed to them daily.

The analysis carried out in this MA dissertation is divided into two main parts. First of all, a quantitative analysis consisting of listing all the prepositions found along six textbooks together with the frequency in which they appear in each year was carried out. Then, a more qualitative analysis is presented that was focused on the four main prepositions mentioned before, which were analyzed establishing the different meaning they convey in the textbooks. The meanings found were divided into two types of language: literal or figurative, showing that students are exposed to both types of language since Primary Education.

## **1.2. Aims**

The main aim of this MA dissertation is to analyze to what specific prepositions are L2 Primary school learners exposed through a particular series of EFL textbooks used in the Spanish educational context and to measure their increasing frequency (considering both their literal and figurative meanings) along this educational stage (from first to sixth grade of Primary Education).

The first part of this piece of work is devoted to the theoretical framework that motivates this study focusing on reviewing the main theories of language learning, which will be taken into account to have an idea of how children learn EFL and to show that they are able to learn and understand the foreign language with all the characteristics this implies, being exposed to different

source of input including the written language of the textbooks, teachers' talk and additional materials teachers can use in their lessons.

In the second part, an analysis of the prepositions that appear in the selected textbooks for Primary Education is carried out in order to establish the increasing frequency and the types of meanings they convey (literal or figurative) throughout the Primary Education stage.

At the end of this piece of work, the results of this analysis are presented as well as the conclusions drawn from it.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Language learning theories**

It is well-known that the learning of a language is a complex process in which many factors can affect the way in which people learn. According to the Collins dictionary, a language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. But, how do children learn the language? Do they learn the first language and the second one in the same way?

In the next section it will be seen how children learn the first language without noticing they are learning it, whereas, in formal or instructed context, they are aware of the learning process when learning a second or foreign language, since they already have a language acquired and tend to compare them to each other.

This fact is important in this MA dissertation since its main objective is to know and understand how prepositions are introduced to very young children and how they may learn them in a foreign language during their Primary Education stage. So, in the next section the main theories will be dealt with paying important attention to how children develop those cognitive mechanisms to be able to deal with language since they are young and how they develop the same or different cognitive mechanisms in order to learn another language different from their mother tongue.

#### **2.1.1. First language (L1) and second language (L2) learning theories**

As Lightbown and Spada (2000) state, "language acquisition is one of the most impressive and fascinating aspects of human development" (p.5). Children receive a great amount of input since they are babies, even when they are in their mother's womb, and they start their process of communication as soon as they are born. "The earliest vocalization are simply the involuntary crying that babies do when they are hungry or uncomfortable" (Lightbown & Spada, 2000, p.16). Then, it is also possible to see how babies use gestures to



point to objects and also use babbling, the vocal sounds babies produce randomly without any specific meaning, to communicate to adults. As they grow up, children recognize and produce the more repeated words in their environment. At the end of the first year, most children can move their hands to say hello or goodbye, hum songs accompanied by claps such as “Happy Birthday” or asking for some food or drink.

“By the age of two, most children reliably produce at least 50 different words and some produce many more” (Lightbown & Spada, 2013, p.6). Over time their minds develop further and the capacity for assimilation grows, allowing them to remember and produce more words and including sentences of two words that they perceive and associate as words that go together in a sentence, as in the case of “carry me” or “baby throw” instead of I throw. In this stage, they understand more than what they can produce. “We also see evidence, even in these early sentences that children are doing more than imperfectly imitating what they have heard. Their two- and three-word sentences show signs that they can creatively combine words.” (Lightbown & Spada, 2013, p.7).

At age of three, the child might be a pretty sophisticated talker. Although his speech is not perfect, adults will be able to understand most of what he says, as well as he is able to understand orders and carry them out.

In these first three years, children follow some stages to discover the language and to learn to use it in the correct way, but this does not mean that every child does it in the same way. Some of them take more time than others in acquiring the grammatical morphemes and others do it in a different order, but once they have acquired all the grammatical sequences together with an ever-growing lexicon, they become perfect speakers of that language.

As Lightbown & Spada (2013) explain, in pre-primary school most children can ask questions, give commands, respond to real events or create stories about imaginary ones, using correct word order and grammatical markers most of the time. Here, they also acquire more complex linguistic structures such as passives and relative clauses (p.12) Also at this age, children develop their “metalinguistic awareness, the ability to treat language as an object separated from the meaning it conveys” (Lightbown & Spada, 2013,

p.13). At this stage, they also spend a lot of time interacting with other children and also watching tv, talking with relatives or listening to music, so they are in constant interaction with the language and they enlarge the knowledge of the language unconsciously.

After spending their pre-primary school period, the ability of communicating and understanding others grows. In these years, children also learn to differentiate different types of registers, such as the language they use when playing or the language the teacher uses when explaining.

In L1 acquisition, there are several theories which are focused on explaining how the process of learning a language takes place in children's minds. One of them is "the U-shaped learning". "The U-shaped learning" is a well-known pattern of learning behaviour in which the learner first learns the correct target behaviour, later abandons it, and finally returns to the correct target behaviour once again" (Carlucci, Jain, Kinber, & Stephan, 2006, p.1265). In this sense, an example can be a child begins to use the past tense "ate", but then the child starts to use "eated" and finally, the child again uses "ate." Children experiment with the language, so they first receive the correct input and use it, but they form their own idea in their brain using their mental processes, inventing a new word. After that, they understand that their utterance is not correct and they introduce the correct word to their brain, being able to produce this utterance in the correct way.

The three best known theories related to language learning are behaviourism, innatism and interactional theory. A brief overview of each of these theories is presented below.

#### **2.1.1.1. Behaviourist theory**

The behaviourist theory understands the learning as a process of imitation, practice, reinforcement and habit formation. The main proponent of behaviourism is B. F. Skinner (1957), who states that when children imitate the language they heard from their environment and receive "positive reinforcement", the language starts to be learnt. So, encouraged by their

environment, children continue imitating and form “habits” of correct language use.

In the L2, when children repeat patterns, they take a fundamental role in the acquisition of structures. They are expected to learn the sentences patterns they heard by heart through the activities they do in class, which are based on imitation, repetition and memorization.

#### **2.1.1.2. Innatist theory**

In relation to the innatist perspective, it was mostly developed by Chomsky (1965). He stated that all humans are born with an innate capacity for discovering for themselves the rules of a language. This innate capacity contains the principles which are universal for all the languages, what Chomsky called “Universal Grammar”. This Universal Grammar aids children to avoid making mistakes about language and knowing the correct utterances they must use when communicating. However, some researchers think that children acquire the language from their environment, but for this, they need some mechanisms that let them know the complexity of a language system in spite of the difficulties this can have for young children. This perspective is also related to the “Critical Period Hypothesis” (CPH). As Birdsong (1999) states, the CPH states that there is a limited developmental period during which it is possible to acquire a language, being it first or second language, to normal, nativelike levels. So, “the innatist perspective is thus partly based on evidence that there is a critical period for language acquisition” (Lightbown & Spada, 2013, p.24).

In the L2, the Universal Grammar seems to be suitable to account for the fact that “learners eventually know more about the language than they could reasonably have learned if they had to depend entirely on the input they are exposed to” (Lightbown & Spada, 2013, p.105). Students have a wide range of language and they can use several utterances that they have never used before.

### **2.1.1.3. Interactional theory**

The last main theory in the language acquisition field is the interactional approach. This perspective is based on how learners interact and communicate with people around them, receiving input and learning the language from each interaction they have. Vygotsky (1978) perceives that language is developed primarily by social interaction. With him, the term “Zone of proximal development” or “ZPD” was first introduced. The ZPD is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86).

As regards L2 learning, students also learn through interaction. This interaction involves “negotiation of meaning” which consists of striving to communicate to provide and understand language of their own and of their interlocutor’s. This implies solving any difficulties when communicating with other people. In the process of solving these problems, students ask for repetitions, reformulations or even gesture to support the verbal explanation.

Although for some authors these three main theories can be considered the most influential ones in relation to the way people learn second languages, the following perspectives (monitor model hypothesis, cognitivism, constructivism and noticing hypothesis) have also played a key role when speaking about language learning are also taken into account when speaking about language learning.

### **2.1.1.4. Monitor Model Hypothesis**

Stephen Krashen (1982) described his model in terms of five hypotheses. The first one is the acquisition/learning hypothesis, where he distinguishes learning from acquisition referring to the term “consciousness”. The next hypothesis is the monitor hypothesis according to which, “second language users draw on what they have acquired when they engage in spontaneous communication”. (Lightbown & Spada, 2013). In the third hypothesis, the natural order hypothesis, every child follows a predictable order

of sequences, since some rules are easier to internalize than others. The next hypothesis is the comprehensible input. This means that acquisition takes place when the child is exposed to comprehensible language and when this is one step beyond his current stage of knowledge. Finally, the affective filter hypothesis refers to those feelings which contribute to facilitate or limit the children learning, such as anxiety or motivation.

#### **2.1.1.5. Cognitivism**

As Ertmer & Newby (1993) said:

Cognitive theories focus on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind. Knowledge acquisition is described as a mental activity that entails internal coding and structuring by the learner. The learner is viewed as a very active participant in the learning process (p.10).

In this view, learners start paying attention to the aspect of the language they want to understand or produce and then, through experience and practice, learners become able to use these parts of their knowledge automatically.

#### **2.1.1.6. Constructionism**

There is another recent theory which is considered very relevant in language learning. This is constructivism. "Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know" (Olusegun, 2015). This theory suggests that experience is crucial to construct people knowledge and meaning.

According to Tomasello (2007), "children begin by learning words and then, when they have enough of them, learn to combine them via rules" (p.1). These rules are abstract for children from the beginning, but they learn to categorize words and the relation among them. When students use repeatedly similar words and structures, they create a pattern of language use in their

minds, forming types of linguistic construction. “The approach of construction grammar thus emphasizes relatively large linguistic structures and focuses, to a relatively large extent, on their concrete dimensions” (Tomasello, 2007, p.3). If this pattern is generalized, it is supposed that children’s grammar could be based on invented constructions, that is, constructions they associate to some words but are not correct, and later, they start categorizing things and making relation among the words they know. This pattern is related to the U-shape learning mentioned before. If the level of children’s constructions in English is born in mind, there are four types of early constructions: first, they use *Holophrases* in which they use a single word; secondly, there are *Pivot Schemas* and other *Word Combination*, where children use more than one word to communicate something; in third place, there are *Item-based Constructions* in which children make use of syntactic marking such as word order; and finally, there are *Abstract Constructions*, where children use utterances that are similar than adult’s ones, even using abstract ones (p.5).

#### **2.1.1.7. Noticing Hypothesis**

To finish this first section, there is another current theory that compares language acquisition to how computers store, integrate and retrieve the information, without making any distinction between learning and acquiring. In 2001, Schmidt proposed the *Noticing Hypothesis Theory* in which he explained that everyone who wants to learn something, needs to pay attention at first to any aspect of the language he is trying to understand or produce. According to Schmidt (2001), the noticing hypothesis theory states that what learners notice in input is what becomes intake for learning (p.30).

After analyzing all the theories related to the learning of a first and second language, in my own view, children can learn in different ways and there is not a general and unique theory which defines how a child acquire a language and how they develop this language until they can handle it perfectly. Children are different and each one follows different steps to continue learning depending on different factors which affect the way of learning such as the

environment, the family, the amount of input they receive from others, and this is why at school teachers find children with different characteristics and they have to create the appropriate atmosphere to pay attention to all the necessities they may have.

## **2.2. The development of figurative language in the first (L1) and second (L2) languages**

Figurative language is, in general, difficult for children to understand. This is because children are used to using the literal meanings of the language to communicate with others. In this way, figurative language can be defined as the opposite of literal meaning. In the simplest terms, figurative language is language used to convey something that is different from the literal dictionary definition of the word (Esmond, 2018). Metaphors, irony, similes, idioms, personifications, onomatopoeia or among others carry figurative meanings but, for cognitive linguists, these are not figures of speech only associated to literature (as have been traditionally considered) but they are part of our everyday language (Lakoff and Johnson, 1980).

Following Piquer-Píriz and Alejo (2016), figurative language can be understood as a continuum from everyday uses to the most creative products of the language which are also physically, socially and culturally motivated and help us to conceptualize, understand and talk about the world. Figurative language can be understood as more than different meanings of a word apart from the basic one. All these meanings have a special connection with this basic meaning which makes a relationship between all the different term founds in everyday language. According to cognitive linguists, language is motivated and the different meanings of one word are interrelated.

The main objective of this MA dissertation is to know how Spanish students are exposed to different prepositions uses from early childhood through the analysis of the English as a Foreign Language (EFL) textbooks from the first to the sixth grade of Primary Education. In these books, the language students find can be literal or figurative such as in the form of

metaphors, phrasal verbs, etc. So, it is important to know the role that figurative language plays when learning both, the L1 and the L2, to understand how students face the difficulty this language implies for young learners.

As Piquer-Píriz (2020) state, “figurative language is part of our communicative system from early childhood” (p. 57). Children are surrounded by adults as well as other children and internalize all the language they hear daily. It seems that they first learn words in isolation and then, they learn how to combine words to create a sentence, even being very young children (3-4 years old). Hence, they cope with figurative language since they are infant children. This also happens in the L2, they are capable of predicting what some language utterances mean even without knowing the real meaning of some words, since they interpret the meaning comparing those words that they do not understand with what they know in their L1 and L2. That is how, in my opinion, they are able to understand the meaning of the metaphors *give me a hand* or *the head of the bed* (Piquer-Píriz, 2020, p. 58) without knowing the fact that these phrases encapsulate figurative meanings.

So, it is possible to say that since childhood, human beings have the ability to understand abstract concepts, relating them with other concrete concepts we already know, as Cognitive Linguistics postulates, and this happens in both L1 and L2. But the understanding of the abstract concepts may also follow an order in language development. Some researchers have studied how children understand metaphors. In their study, Asch and Nerlove’s (1960) analyzed physical and psychological terms including some terms such as cold, warm, hard or bright. In this study they found that children acquire the physical terms first and the psychological comes later. Piquer-Píriz (2010) studied how young Spanish EFL learners understand the figurative meaning of warm and cold referring to personality. She found that the younger children used more their concrete, physical sensations, whereas the older ones established psychological links between *cold* and unfriendliness and *warm* and kindness.

Another study that has also explored sensory and non-sensory metaphors is reported in Winner (1988). She concluded that children first understand sensory metaphors since they understand them better because they use their senses and then, they understand the non-sensory ones, because



they do not use their senses to guess its meaning. As Piquer-Píriz concludes: “The evidence offered by this body of research suggests that children’s perception of properties changes with development, with perceptual or sensory links appearing first, followed by relational or functional links, and finally physical-psychological links” (Piquer-Píriz, 2020, p. 61).

As can be seen, children’s developing knowledge has an important role when comprehending figurative language. Sometimes, children misunderstand the metaphors they heard. “Thus, a fundamental characteristic of human figurative competence seems to be continuity” (Piquer-Píriz, 2020, p. 66). That is, that the process of learning a language never ends, children and adults are always learning something new and incorporating it into their already established knowledge, improving their grasp of the meanings they know and use as times goes by.

In the field of Second Language Acquisition, there have been studies which have analyzed how Spanish children interpret and produce figurative language in English (L2). In this sense, Piquer-Píriz (2005, 2008a, 2008b) studied body parts, then temperature terms related to colours (2006) and finally personality terms (2010). She found that children’s ability to reason figuratively played an important role in their interpretation of non-literal meaning. These children’s figurative reasoning was often based on their experience and observation, or with the interaction with the world that surrounds them.

The following lines show the different types of figurative language found in the analyzed textbooks of Primary Education, as well as an illustrative example of each of them.

### 2.2.1. Metaphors

“The conceptual metaphor is a phenomenon of cognition in which one semantic area or domain is conceptually represented in terms of another. This means that we use our knowledge of a conceptual field, usually concrete or close to physical experience, to structure another field that is usually more abstract.” (Soriano, 2012, p.87).

Some examples of metaphors in Primary Education textbooks are discussed below.

(1) *She wants to be green this week and hopefully, in the future* (Beep 6, p. 29)

In this sentence (1), the term green is related to the concern for the environment. That is, that people who consider green themselves are people who harm the environment as little as possible. In the textbook, students of the sixth grade of Primary Education study the 3 R's: Reuse, reduce and recycle as a way of helping to stop the pollution in the world.

### 2.2.2. Metonymy

Metonymy is a phenomenon in which one entity is used to refer to another that is related to it. "Metonymy has primarily a referential function, that is, it does not allow one entity to be used by another. But metonymy is not mere mental in a referential procedure. It also performs the function of providing understanding." (Lakoff & Johnson, 2001)

(2) *In August 79, Vesuvius erupted.* (found in Beep 6, p. 53)

After reading this sentence, sometimes people do not realize that Vesuvius is the name of one volcano and that they are using a metonymy when using the name of the volcano as the entity which erupted.

### 2.2.3. Irony

Irony can be defined as a thought in which the speaker says exactly the opposite of what he wants to transmit. "Moreover, it has been studied as another literary trope: utterances in which figurative meaning, which is contrasted with literal meaning, should be decoded." (Bravo, 2013, p.5). Wilson (2006) also stated that in irony, the figurative meaning is the opposite of the literal meaning. (p.1723).

(3) *Three fat, funny thieves find four thousand fish* (found in Beep 5, p.56)

This sentence (3) is accompanied by a picture of three fat, funny thieves who have robbed a safe. The irony is that when they open the safe, waiting for

finding a lot of money, instead of money, they find that the safe is full of fish, so their faces show the deception they have and also the sadness of having robbed something without value for them.

#### 2.2.4. Personifications

Following the definition of the DRAE (Dictionary of the Royal Spanish Academy), a personification is the process by which someone gives life, actions or qualities of the rational being to the irrational, inanimate, incorporeal or abstract things. In Lakoff & Johnson, (2003) words, “the most obvious ontological metaphors are those where the physical object is further specified as being a person. This allows us to comprehend a wide variety of experiences with nonhuman entities in terms of human motivations, characteristics, and activities.” (p. 32) In the following example it can be easily found how the authors give magical powers to an unanimated object.

(4) *The diamond is magical* (found in Beep 6, p.45)

In these types of sentences (4) children are accustomed to giving inappropriate characteristics to inanimate objects, such as the case of the diamond that has been assigned a property that cannot be fulfilled. In the story in which this sentence appears, the diamond has the power to make the person wearing the crown with the diamond younger.

#### 2.2.5. Onomatopoeia

An onomatopoeia is a word formed by evoking the actual sound of the thing they refer to or describe. It can be a sound effect that copies the thing described, which makes the description more expressive.

(5) *Oops!* (found in Beep 5, p.53)

The sound found in this sentence (5) corresponds to the sound people produce when they make a mistake, making other people aware of that something, a word or an action in this situation is wrong or not totally correct.

(6) *Aaargh!* (found in Beep 3, p.44)

In the case of this sentence (6) this sound is usually found when someone makes a scream of fright. This onomatopoeia is associated with the feeling of frighten and in the special case of the example in the textbook, a girl makes this sound when she saw something weird like a monster, which turned out to be a spider.

#### 2.2.6. Hyperbole

As the Macmillan English Dictionary shows, the use of a hyperbole is a way of emphasizing what you are saying by describing it as far more extreme than it really is. That is, making someone or something sound better, bigger, etc.

*(7) They have got the biggest mouths of all animals, they eat millions of small animals* (found in Beep 6, p. 72)

The sentence above (7) has to do with the animal world. This refers to the size of the mouth of the blue whales and also to the number of small animals (krill) they eat every day. As regards the number of krill the blue whales eat, it is not actually known exactly, but it is known that is a great amount and this is why in the sentences the writers have written millions and also to catch the attention of the children who use these books.

#### 2.2.7. Phrasal verbs

A phrasal verb is a combination of a verb and a particle, which has a particular meaning, different from the original verb. There are so many examples of phrasal verbs in each New Beep book. Here one example of the book for the sixth grade of Primary Education is presented.

*(9) People throw away 60 million plastic bottles every day.* (found in Beep 6, p.29)

In this example it is possible to see how the meaning of the original verb has changed due to the particle which is together with the verb, making a special meaning to the verb to be used in specific situations like taking care of the environment.

### **2.3. Cognitive linguistics (CL): Motivation, polysemy and semantic networks. (The case of Prepositions)**

Cognitive Linguistics (CL) is a linguistic trend that conceives language as an integrated phenomenon within human cognitive abilities. (Ibarretxe-Antuñano & Valenzuela, 2016, p.1). The main premise of this view is that language is an integrated capacity in general cognition.

In this special case, there is one of the main characteristics of Cognitive Linguistics which takes a crucial role in this piece of work, which is categorization. As Ibarretxe-Antuñano & Valenzuela (2016) state, categories are gradual entities, in which there are elements that are in the central position (prototypes), and that share more information with each other than other elements which are less central, called marginal elements (p. 4). Thus, these central elements are the first children acquire. In this sense, and regarding prepositions in CL, we can say that the same happens with prepositions. The same preposition can have different meanings, the basic meaning/s which correspond to the central ones, and others contextual meanings which correspond to the marginal ones. Apart from categorization, we must mention another feature of CL which has to do with this dissertation, which is meaning. Meaning in CL is the central part of the “essence” of language. (Ibarretxe-Antuñano & Valenzuela, 2016, p.5). CL seeks to find out the possible semantic basis of each grammatical mechanisms, in our case, prepositions. Then, with the inclusion of a meaning base, it is possible to explain in a natural way a larger number of linguistic phenomena, from polysemy to grammatical constructions.

The field of prepositions seems to have been largely neglected from the pedagogical point of view of teachers. That is, some teachers may ignore that the same preposition can be used in so many situations and with different meanings implied. This may be a problem for them due to the fact that a dictionary cannot help in this field or only helps to clarify some of these meanings. This is also mentioned in Lindstromberg (1996), in which he outlined that in their study, Lakoff (1987) and Brugman (1981) polysemy is considered as something natural. That is, that for preposition there is a relatively small number of related meanings which combine with meanings of other words in a

more or less modular fashion to form overall meanings. This is related to what Piquer-Píriz (2008) says about children learning a L2, although in theory learners would need to acquire a relatively low number of basic words in order to get by, these words tend to have multiple, context-dependent senses. Therefore, it is not sufficient that learners apprehend the core meaning of a given high frequency lexeme, they also need to be aware of its semantic extensions (p.220).

It is known that children deal with prepositions since they are very young because, in some countries, children start going to school when they are three, as in the case of Spain. In this sense, when they attend English as a Foreign Language (EFL) lessons, they receive input from the teacher speech or even songs, in which prepositions are present, and in higher levels, they also find more prepositions in their written in the EFL textbooks. These prepositions present different meaning depending on the context they are used. In this sense, both teachers and students can find literal meanings of prepositions and also figurative ones. In these figurative senses of prepositions, the meanings have been motivated by language users' experience of their physical, social and cultural surroundings, what is known as 'extra-linguistic motivation' (Boers & Lindstromberg, 2008, p.17).

For this reason, it is very important that teachers are aware of prepositions and all the meanings around them. There is a wide range of meanings (both literal and figurative) which are around each one of the prepositions children find in their textbooks. Following Lindstromberg (1996), prepositions should be taught narrow context by narrow context, often phrase by phrase, avoiding the fact of teaching prepositions as words in an isolated way, which leave the student with too much learning item by item to do (p. 227).

This MA dissertation analyses how prepositions are introduced in the textbooks of EFL for Primary Education students from the first to the sixth grade. Then, these prepositions are listed, showing their increase along the academic years. Prepositions are an important linguistic element, particularly in a L2, EFL in this particular case. Children already use prepositions in their L1 and do it, mostly, in a correct way, but the prepositional system may work

differently in the L2 and, for this reason attention needs to be paid to them in the classroom.

In this sense, children need to know prepositions, but gradually learning all the different meanings including their figurative senses, becoming aware of the connections that exist among them. If this is done, children will be more efficient when using a preposition and they will have a more open mind to think about the language. Thus, they will be able to use a wide range of language using these particles and using them in different context with different meanings.

In section 3, which is devoted to the study, we will see the different prepositions the students are exposed to and also the different meanings dealt with in the textbooks along the years. This can be used to understand some uses of the four prepositions chosen for this study *in*, *out*, *up* and *down*, and to see how students are able to cope with their figurative meaning of these prepositions.

#### **2.4. Prepositions from a cognitive linguistic oriented perspective (Lindstromberg, 2010): The case of IN/OUT and UP/DOWN**

Seth Lindstromberg has been taken as a main reference in the elaboration of this MA dissertation due to the importance of his book related to prepositions called *English Prepositions Explained*. In this book, he worked on identifying a prototypical meaning for each preposition, paying special attention to the different usages of the prepositions showed.

Thus, in this section, we will see the different meanings he found and how they are related to the basic meaning of the preposition. Lindstromberg made a distinction between the positional meaning of preposition and the other ones, including clear examples to illustrate each sense of the prepositions. To begin with, it must be said that Lindstromberg uses the concept of 'landmark' to explain prepositions, that is, a reference point to take into account when

referring to a preposition. Following his classification, for the purpose of this MA dissertation I am going to focus on the prepositions IN/OUT and UP/DOWN which will be considered as pairs: *in*, *out*, *up* and *down*, which will be considered as pairs.

In Lindstromberg's (2010) words, "we use *in* when we think of the Landmark as something with a boundary and an interior regardless of whether it is 2- or 3-dimensional" (p. 31). Bearing this in mind, there are different situations in which we can use the preposition *in*, as he explained clearly, illustrating it with different examples.

First of all, we are going to see the different uses of *in*, seen as a preposition which implies path.

1. Sometimes, the preposition *in* involves being enclosed by a landmark on all sides, like in the example *we slept in the car*. However, *in* does not itself express an image of a boundary being crossed. In the example *they jumped in the train*, these people could begin to jump once they were inside the train.

2. Apart from these situations, the preposition *in* can be also used if the landmark is not specified, as in the example *we got in late*. (Lindstromberg, 2010, p. 32).

3. In addition to the literal meanings seen before, there are metaphorical expressions in which it acts as a container, such as *fall in love*, and it can be also occur in expressions of the metaphor coming into existence, such as *exciting new colors are coming in* (Lindstromberg, 2010, p. 33).

Now, taking into account the preposition *in* as preposition of place, Lindstromberg (2010) contemplates different uses:

1. In the first use, the preposition *in* is seen when the landmark is a line. We can think about a people standing in a line.

2. The next situation in which the preposition *in* is used is *being "in" without really being geometrically "in"*. This can be seen in the example by Lindstromberg in which he talks about a banana in a bowl. This banana is one some apples which are in the bowl, so literally the banana is not in the bowl, is



on the bananas. But to say where the banana is, we use the preposition *in*, that is, the banana is in the bowl.

Apart from the uses seen above about the preposition *in*, there are also more uses which have metaphorical meaning.

1. One of them is when we talk about states, conditions, circumstances, etc., like in the example *I am in love*; segments of language which are containers, for example *we express our thoughts in words*.

2. Another use is when we talk about time, as in the examples *in the first week/month/year*, *in two days*, *in 20 minutes*, etc.

As regards the preposition **out**, we find its basic meaning as something which is first in a landmark and then it is not. It is seen in the example *I was terrified that I might trip and fall out of the plane*. Nonetheless, there are other metaphorical expressions with strong literal roots, as in the case of *look out!* whose meaning refers to be alert. Apart from this basic meaning and the nuance of the metaphorical use, it is possible to find more meanings. In this sense, the preposition *out* can be found with the meaning of ‘in all directions away from a central landmark.’ That is expanded. This is easier to see in the example *as you melt butter on a griddle, it spreads out*. In this example, first we have an area where the butter is and has a uniform volume, then when it is melted, both are bigger, the area and the volume.

Apart from these uses, it is possible to find more metaphorical uses of the preposition *out*. “These prepositions are used metaphorically to make sense of non-physical experience, something we could hardly do if the tendency were for prepositions to be relatively meaningless” (Lindstromberg, 2010, p. 38). Some examples are:

1. *She did it out of love*, the preposition refers to an action that comes from inside the human body, in this case referring to love.

2. Another metaphorical use of this preposition has to do with the *expansion beyond former boundaries*.

3. As can be seen in the example *give your leaders each gun and then let them fight it out themselves*, the preposition *out* takes part of a phrasal verb which refers to the duel as an extended situation rather than a short event.

4. *Out* can be also used to say that someone or something lasts until the end. Here Lindstromberg (2010) shows an example where the meaning is clearly showed, *Jo Durie is hoping he dodgy knees hold out for an emotional Wimbledon farewell*.

5. The next use of the preposition *out* refers to the ability that someone or something is better than another.

6. In the example *he's playing out of his skin to be honest and... he's easily one of our most valuable players*, the person who talks is emphasizing one ability of a player and also comparing him with the rest to say that he is the best in this.

7. Finally, we can say that *out* can also be used when there are different viewpoints. In this sense, we can say the sentences *A has gone out* or *he's out* referring to a place such as a house.

8. On the other hand, we can use *out* to say that something is not hidden. In the sentence *people should learn to bring their differences out in the open*, we are thinking that people should talk about their differences to reach an agreement.

9. And we can also find *out of* in a phrasal verb like *run out of*, which means that something is ending. In the example *we're running out of time* we see how the time is passing.

The next pair of prepositions are **up** and **down**. The basic meanings of these preposition in Lindstromberg's (2010) book have to do with the vertical movement of gravity. In this sense, it is clear to see the basic meaning in his examples *smoke tends to go up* and *rain tends to come down*. Furthermore, there are static scenes in which *up* and *down* can be used. That is, in these cases, there is not movement, they only express position. In this way, something *up* is above or higher than another thing, and on the other hand *down* means than something is below or lower than another thing. These examples show the static scenes in an easy way: *once the grass is up, start the mowing regimen* or *while she is down by the river, her slippers become wet*. In

both cases, the prepositions refer to the position in which the grass and the girl are. More uses of both *up* and *down* are:

1. To talk about long-distance travels. In this sense, both prepositions are used as emphasis of power, that is, when using *up* we refer to something more important and when using *down* it we refer to something less important. In this example it can be seen how London is an important place to the person who is talking: *I live in Wales and would happily travel up to London to see...* apart from this use, if we talk about travels, we can also use *up* and *down* to refer to places who are situated more in the north or in the south since we are. For example, *I moved up to Chicago from the South*. The last literal usage of these prepositions is seen in the sentence *we hiked up the trail toward the summit*. In this sentence, it seems that there is a slope to get to the summit, that is, to go up. But in this same sense, if the route we follow does not include slopes or downs, we can also use both prepositions as in the expressions *come up the street* and *go down the street*.

Apart from these uses for the prepositions *up* and *down*, there are other which are metaphorical and show different meanings that are usually used in our daily routines. In this section, we will see how in some cases the same expression can mean the opposite using *up* and *down*, and how there are some exclusive uses for each preposition. In this way, first the expression in which both prepositions are used with opposite meanings are presented and then, those situations in which only one preposition can be used.

1. In the first meaning, *up* is a synonym of more, which refers to an increase in something. One example can be *save up for the future*. In the same way, if *up* means more, *down* means less. Here the example can be *prices are down*.

2. *Up* referring to give more importance to something or to someone. In this sense, one example is *their job is to talk up their candidate, regardless of reality*. In this sentence, all the importance is given to the candidate, obviating the real situation. On the other hand, *down* refers to less important, worse... One example of this meaning is *people can move up and down the social ladder*.

3. The third meaning has to do with being active or in good condition. Looking at the sentence *wake up* refers to stop being lying down and do something else. On the other hand, the sentence *keep up appearances* refers to be careful with the things we do and take care in front of people to make a good impression. The opposite of this meaning is also seen with the preposition *down* meaning less active, not in force. With this meaning we can find positive and negative expressions like calm down or feel down.

4. The next meaning has to do with a good mood. In this way, when someone feels up means this person is happy, has a good mood. *Down*, on the other hand, has the opposite effect. In the sentence what a downer it was to...go to work on Monday. Here it can be seen how the mood is less positive than in the first sentence.

5. We also use up to say that something is not decided, that is in the sentence *everything's up in the air at the moment* means that people have not decided what they are going to do yet. The opposite meaning can be seen in sentences in which *up* is changed by *down*, such as *Brazil and France have nailed down an agreement*, which means that they have already taken a decision.

6. *Perfective up* (completion, thoroughness, briskness, intensity or ease). One example of this type of *up* can be found in the sentence *first cut up the onion*, where the person who talks refers to an order to follow to continue cooking, so if the onion is not cut, they cannot continue with the next steps.

7. In the next meaning, *up* appears is related to *view, existence or public visibility*. Here, Lindstromberg (2010) makes a distinction between the three. In terms of view, we have the sentence *we put our house up for sale*, that is, they put a sign for people to see the house is on sale; in terms of metaphorical appearance, we have the sentence *if anything crops up, you have my number*, that means that if this person has a problem can pick the phone and call the other person and he/she will help this person.

8. *Up* can be also used to talk about disappearance, as in the sentence *I gave up everything for my boyfriend*, which means that everything that the person had before has disappeared.

9. *Up* used as acquisition and adoption. In this case, it is possible to think about some phrasal verbs such as *take up* or *come up with*. In the sentence *he*

*took up his heavy cases and departed* shows how this person picked up the objects, so acquired something and then left.

10. The preposition *down* used in negative figurative usages referring to:
  - 10.1. Rejection: *turn down an offer (to refuse an offer)*.
  - 10.2. Subjection and oppression: *put down a rebellion* (quell a rebellion).
  - 10.3. Decline in quality or circumstance: *things went downhill after I broke my wrist* (things started to go worse).
  - 10.4. Emphatic disappearance: *the imageable idioms go down the drain* (disappear)
11. Neutral and positive figurative usages of the preposition *down*:
  - 11.1. Accessible: *the precious values handed down to us through the generations*. This refers to the values our ancestors transmitted to us and we own today.
  - 11.2. Inactive (being fixed and secured): I do so badly want to be able to hold down a job. In this sentence, the person talking wants to have a fixed job and not to change continually the job.
  - 11.3. Retrospective. In some cases, down can be both retrospective and not retrospective.
    - 11.3.1. Down retrospective: *the rise in crime is down to a succession of liberal... judges*. In this sentence, the crimes have occurred. This sentence belongs to the past.
    - 11.3.2. Down not retrospective: *from now on, it's down to the Chancellor to decide...* in this case, the sentence belongs to the present and the future.
  - 11.4. Groundedness, earthiness, contact with reality, seriousness: *I am a down to earth person who is family orientated*. This sentence shows the point of view of a person with clear ideas.

After seeing the different meanings Lindstromberg (2010) proposed in his book, there is a clear idea of the different meanings in which each preposition can be found in the English language, both in formal and also in informal. We are going to analyze the examples found in the six EFL textbooks chosen to do

this piece of work, taking into account the presence of literal meanings and also figurative as seen in the diverse situations seen above.

### **3. STUDY: ANALYSING THE INTRODUCTION OF PREPOSITIONS IN PRIMARY EDUCATION EFL TEXTBOOKS**

In this section, the study that analyses all the prepositions found in each year of Primary Education in the series of EFL textbooks “Beep” is presented.

#### **3.1. Method and results**

As a reference for doing this analysis of the prepositions, seven books and a dictionary have been used: the six textbooks of Primary Education *Beep* and Lindstromberg’s (2010) book *English Prepositions Explained*, together with the *MacMillan dictionary for Advanced Learners*. A quantitative analysis of all the prepositions found in the textbook will be presented first. After that, a qualitative analysis is presented in which the four prepositions selected are analyzed in order to know the basic and the contextual meanings that appear in the textbooks.

##### **3.1.1. Quantitative analysis**

First of all, a quantitative analysis of the prepositions included in the six textbooks was carried out. I manually identified, listed and counted all the prepositional usages that appear in the six textbooks.

Table 1 below shows all the prepositions found organized by the academic year in which they are presented to the learners and their frequency of appearance. This provides a global idea of the development of the number of prepositions and their range of meanings, as complexity in EFL increases along the courses of Primary Education, and also the most common prepositions found, that is, the prepositions which appear in all the academic years.

Table 1: Prepositions found in the six EFL textbooks of Primary Education

YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
Preposition	Frequency	Preposition	Frequency	Preposition	Frequency	Preposition	Frequency	Preposition	Frequency	Preposition	Frequency
About	1	Behind	1	About	7	About	13	About	31	About	62
At	2	For	5	After	2	Above	1	After	9	Above	1
Down	2	In	5	At	28	After	4	Along	4	Across	3
From	1	Of	2	Behind	6	Around	2	Around	4	After	12
To	8	On	5	By	6	At	47	At	87	Around	4
Up	2	Out	1	Down	2	Behind	6	Behind	3	At	104
		To	11	For	17	By	3	Between	3	Behind	3
		Under	2	From	1	Down	2	By	3	Between	1
		Up	1	In	42	For	36	Down	2	By	11
		With	1	Next to	2	From	34	For	53	Down	2
				Of	9	In	107	From	22	For	50
				On	15	Into	2	In	151	From	53
				Out	3	Of	24	In front of	1	In	306
				To	38	On	42	Into	2	Into	6
				Under	3	Out	2	Next to	8	Next to	2
				Up	14	Over	2	Of	75	Of	121
				With	18	To	112	On	47	On	105
						Up	5	Opposite	2	Out	8
						With	20	Out	12	Over	4
								Over	4	To	322
								Through	7	Under	3
								To	114	Up	7
								Under	5	With	88
								Until	1		
								Up	11		
								With	42		
Total:	16	Total:	34	Total:	213	Total:	464	Total:	703	Total:	1278

In this table, it is shown how the number of prepositions increases along the different academic years of Primary Education, being the first grade of Primary Education the one in which less prepositional usages appear in total and the sixth grade the one in which there are more, ranging from 16 to 1,278. It is interesting to note that in the fifth grade there is a wider variety of prepositions. However, despite this greater variety, the total number or prepositional usages is higher in the sixth than in the fifth grade. One fact that draws our attention is that if the total number of prepositional usages is counted from one year to the next, the total number is very near to the double. Thus, the results are from 16 to 34 in the first cycle (Years 1 and 2), from 213 to 464 (Years 3 and 4) in the second cycle, and finally, from 703 to 1278 in the third cycle (Years 5 and 6). Taking into account these numbers, it seems that in the highest grades (fifth and sixth) the students are exposed to a greater variety and number of prepositions.



From all the prepositions found, four (IN/OUT and UP/DOWN) were selected for a qualitative analysis of all their meanings from a cognitive linguistic perspective. Table 2 below shows the number of times that these four prepositions appear in the textbooks for each academic year. Again, there is a gradual increase in their use.

Table 2: Selected Prepositions: *in, out, up* and *down*

Grade	Preposition	Frequency	Frequency of prepositions
Grade 1	In	0	
	Out	0	
	Up	2	
	Down	2	
Grade 2	In	5	
	Out	1	
	Up	1	
	Down	0	
Grade 3	In	42	
	Out	3	
	Up	14	
	Down	2	
Grade 4	In	107	
	Out	2	
	Up	5	
	Down	2	
Grade 5	In	151	
	Out	12	
	Up	11	
	Down	2	
Grade 6	In	306	
	Out	8	
	Up	7	
	Down	2	

As stated above, in this table, we can see the number of times that the four selected prepositions appear in the textbooks. It shows the exact number of them in each year and provides us with a general idea of the number of prepositions students are exposed to in each year and the number of times they appear. In this sense, it seems that the higher the grade of Primary Education, the more preposition children find.

As can be seen, there are some prepositions which do not appear in all the years of Primary Education. This is the case of *in* and *out*, in the first grade, or *down*, in the second grade. Besides, it is possible to see how in each year, if the prepositions are taken into account as pairs, there is a misbalance between pairs, being the number of the prepositions *in* and *up* always higher than *out* and *down*, except in the first year of Primary Education, in which the number is the same for both pairs. It is also interesting to note that the preposition *down* always appears twice in each year in which this preposition is found.

### **3.1.2. Qualitative analysis**

As has been said before, the prepositions IN/OUT and UP/DOWN were chosen to be analysed qualitatively from a cognitive linguistic perspective.

The first step of this analysis consisted in identifying the basic meaning of each of these four prepositions and, then, to establish the contextual meaning for every single sentence in which they appear. In order to do this, the metaphor identification procedure known as MIPVU that was developed by Steen and his colleagues at the VU University Amsterdam, was followed. According to this method, basic meanings are established in the following way: “the starting point, in which the basic meaning is the most concrete, specific and human-oriented sense you can find in the dictionary within one grammatical category”. (Steen et al, 2010: p.174) . And contextual meanings are defined as “how it applies to an entity, relation or attribute in the situation evoked by the text. [...] Take into account what comes before and after the lexical unit” (p.173).

To find the basic meaning of each preposition, position and movement have been considered as essential characteristics. Taking into account Steen et al.'s (2010) criteria, four raters agreed on the basic meaning/s for each preposition which are shown in figures 1 to 4 below:

Figure 1: Basic meanings of the preposition IN

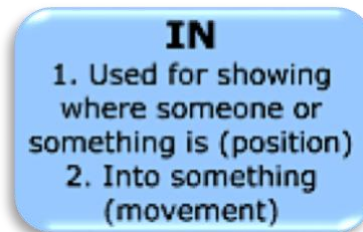


Figure 2: Basic meanings of the preposition OUT

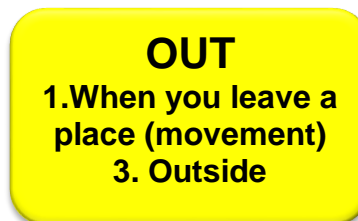


Figure 3: Basic meanings of the preposition UP

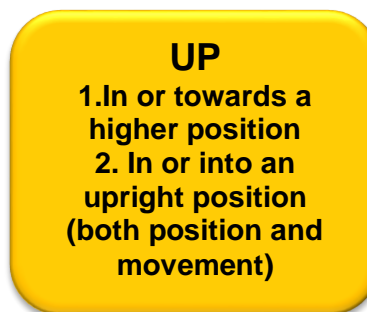
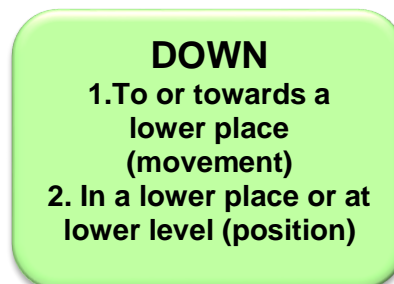


Figure 4: Basic meanings of the preposition DOWN



Once all the basic meanings were identified, all the sentences in which any of these prepositions appear were listed in an Excel document in which there are different factors to take into account to determine the type of language (literal or figurative) they belong to (see Appendix). To determine the basic and also the contextual meanings and following the MIPVU guidelines, the *Macmillan Dictionary for Advanced Learners* was used. First, we decided on the basic meanings for each preposition and inserted them in the Excel document to compare it with other meanings found. After this, each preposition was analysed in detail to decide which one of the dictionary definition corresponded to the example. If the basic and the contextual meaning of the prepositions are the same, these prepositions have a literal meaning in that specific context and, on the other hand, if both meanings are different, the contextual meaning is figurative.

Figure 5: Semantic network of the meanings found for the preposition IN

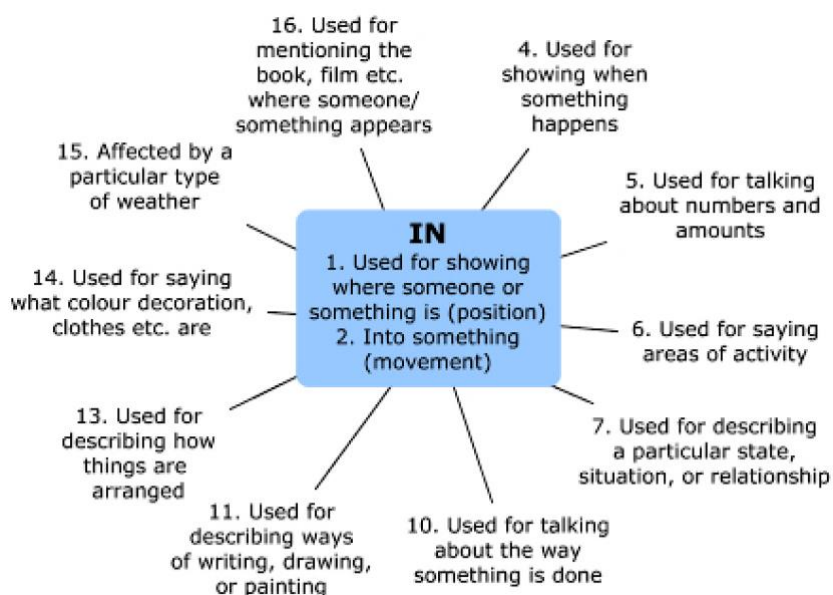


Figure 6: Semantic network of the meanings found for the preposition OUT

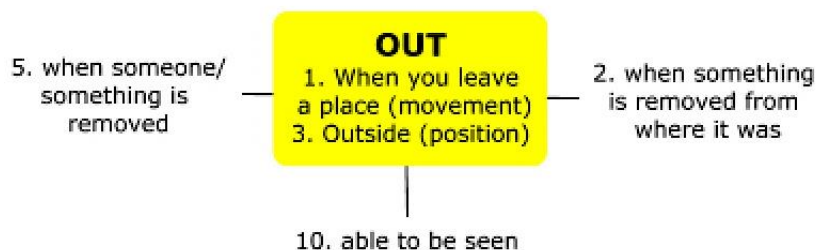


Figure 7: Semantic network of the meanings found for the preposition UP

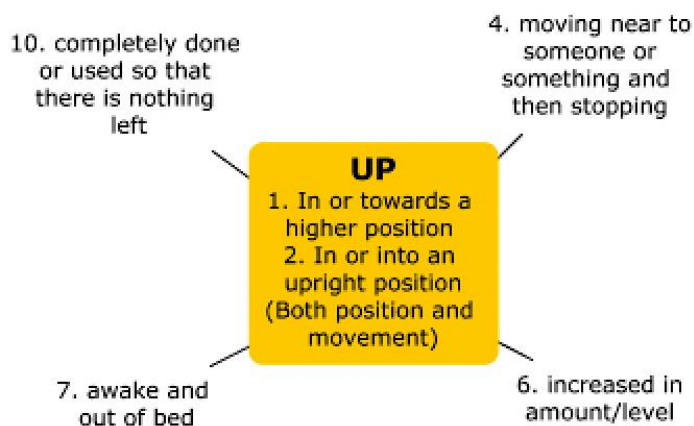
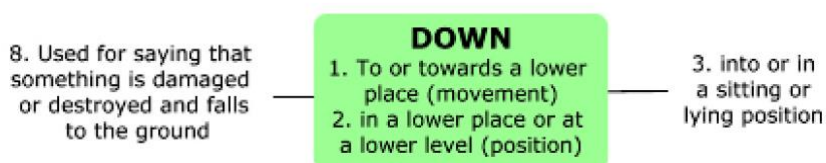


Figure 8: Semantic network of the meanings found for the preposition DOWN



As these semantic networks show, there are a minimum of four meanings related to each preposition. Two of them have been considered as basic meanings, because, as we said before, position and movement are both considered essential features for them. These figures show at a glance the main meanings of the prepositions that Primary Education students are presented through these textbooks, including both literal and figurative meanings.

The next lines are devoted to present the different meanings found throughout the six textbooks analyzed to do this piece of work. In this sense, in this part we will see the four prepositions individually to see their basic meanings and the contextual ones. There is a figure included to facilitate the understanding and to clarify which the basic meanings and the contextual ones

are. When showing the four prepositions chosen for this study, there is an order we are going to follow to show the results. This order is: *in*, *out*, *up* and *down*.

#### 3.1.2.1. The case of **IN**

Figure 5 above shows all the meanings for the preposition IN found along the textbooks, presented in an organized way. In the middle, we have the basic meanings and the contextual meanings are around the basic ones. With this network, it is possible to have a general idea of the meanings children have to deal with in the Primary Education stage.

The basic meanings established for the preposition *in* are the first and the second meanings found in the Macmillan Dictionary for Advanced Learners: *used for showing where someone or something is* and *into something*. These meanings have been found in sentences such as *in a small village* or *come in*, that refer to where someone is at this moment and an offer to someone to enter a specific place. Apart from the basic meanings mentioned before, there are also contextual meanings. In this case, there are other ten meanings found in the textbooks that are included in the next few lines, these contextual meanings are presented together with an example from the textbooks. The number showed before each sentence corresponds to the order of the meaning found in the dictionary.

4. *Used for showing when something happens* (e.g. in summer).
5. *Used for talking about numbers and amounts* (e.g. in pairs).
6. *Used for saying areas of activity* (e.g. Karim is in the football team).
7. *Used for describing a particular state, situation, or relationship* (e.g. the turtles are in danger).
10. *Used for talking about the way something is done* (e.g. in Italian).
11. *Used for describing ways of writing, drawing or painting* (e.g. Write in your notebook).
13. *Used for describing how things are arranged* (e.g. write it in order).
14. *Used for saying what colour decoration, clothes etc. are* (e.g. in bright colours).
15. *Affected by a particular type of weather* (e.g. in the rain?).

16. *Used for mentioning the book, film etc. where someone/something appears* (e.g. In this photo).

All these meanings analysed in detail can be seen in the appendix at the end of this piece of work. (Table 1: Sentences found with the preposition IN)

### 3.1.2.2. The case of **OUT**

Figure 6 shows the semantic network of the preposition out. In the case of the preposition *out*, the basic meanings are entries number one and three from the dictionary: *when you leave a place* and *outside*. These basic meanings can be found along the textbooks for Primary Education. One example which shows these basic meanings are *get out of my way* and *Buster wants to go out*. In the first example, the person who says these words is inviting another person to leave a place where both are. On the other hand, in the second example, Buster, wants to be in another place than he is now, in this case, he wants to go outside this place. Apart from these basic meanings, there are also contextual ones. Three more contextual meanings related to the preposition *out* have been found. These are:

1. *When something is removed from where it was* (e.g. these teeth fall out)
5. *When someone/something is removed* (e.g. put the fire out)
10. *Able to be seen* (e.g. flowers come out again)

For this preposition there is another table in the Appendix (Table 2) which shows in detail all the sentences found with the preposition out, the relation with the basic meaning they have and the different year of Primary education they have been found.

### 3.1.2.3. The case of **UP**

Taking into account figure 7, we see that the basic meanings determined for the preposition *up* are the first and the second meaning from the dictionary *in or towards a higher position* and *in or into an upright position*. The first

meaning can be found in the example *get up* and the second meaning is found in the example *digging up dinosaur bones*. In this example, the movement the person who digs is a vertical movement to take out the bone from the surface it was. On the other hand, there are different contextual meanings in which the preposition *up* is involved. The four contextual meanings found related to *up* are:

4. *Moving near to someone or something and then stopping* (e.g. look them up)
6. *Increased in amount/level* (e.g. turtles can live up to 100 years)
7. *Awake and out of bed* (e.g. wake up)
10. *Completely done or used so that there is nothing left* (e.g. reach up the story)

For the complete study of this preposition, please see table 3 in the Appendix that shows the different meanings related to the basic meanings and if they are different from it or not. as well as the different years in which they appear.

#### 3.1.2.4. The case of **DOWN**

Figure 8 includes the semantic network of the preposition *down* found in the textbooks. The most concrete meanings for the preposition *down* are the meanings number one and two from the dictionary *to or towards a lower place* and *in a lower place or at a lower level*. The first meaning can be found in the example *coming down the chimney* and the second one in *a man down here*. The meaning of the first sentence is related to the movement along the chimney. However, last sentence has to do with the position in which the man is. That is, the man is in a lower place from that of the person who is talking. On the other hand, there are three other contextual meanings related to the preposition *down*. These are the following ones:

3. *Into or in a sitting or lying position* (e.g. sit down)
8. *Used for saying that something is damaged or destroyed and falls to the ground* (e.g. the princess is cutting down the trees)



Finally, and as for the other prepositions, in the Appendix there is another table devoted to the study of the preposition OUT, where it is possible to see in detail the analysis carried for this preposition (See Table 4: Sentences found with the preposition DOWN)

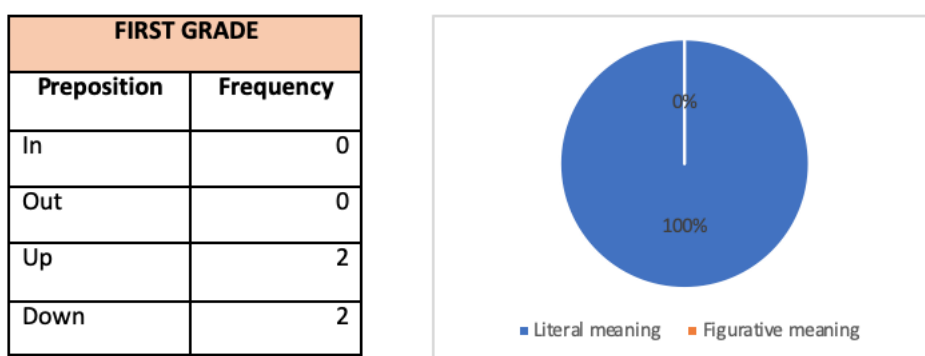
### 3.1.3. Results shown per academic year

Along the textbooks analysed there are a great number of prepositions students are exposed to, which have both literal and figurative meanings.

In the next lines, we will see the number of prepositions found in each year of Primary Education and they will be also divided into literal and figurative meanings to see the percentage of each type of language to which students would be exposed to in each year. First, a table of the number of prepositions found is presented together with a pie chart showing the percentage of literal and figurative meaning. Then, there is a brief explanation of the results found.

#### 3.1.3.1. First grade of Primary Education

Figure 9: First grade of Primary Education analysis of language

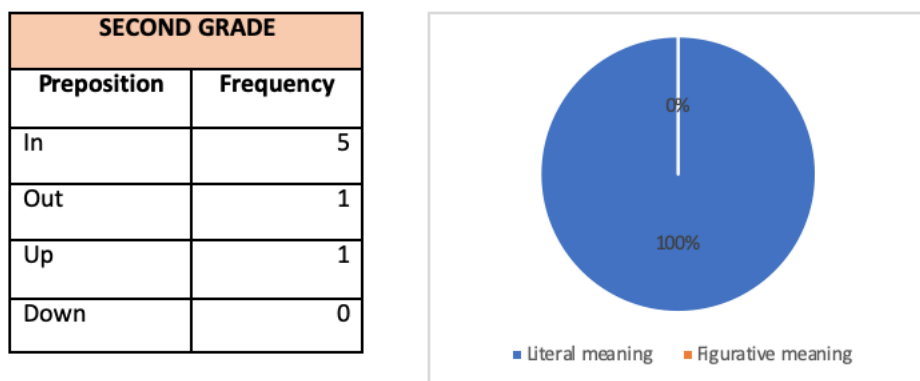


As expected, these young children are exposed to very few prepositions in this grade. In this book, there are only two prepositions: *up* and *down*. Both prepositions only appear twice. Apart from the fact that there is very little preposition presence, it can be also said that in this course, children are only exposed to literal language, that is, the prepositions found have the same

meaning of the basic one, or the meaning is different but is related to the basic meaning in that sense that implies position or movement and it is not so distant from the basic meaning.

### 3.1.3.2. Second grade of Primary Education

Figure 10: Second grade of Primary Education analysis of language



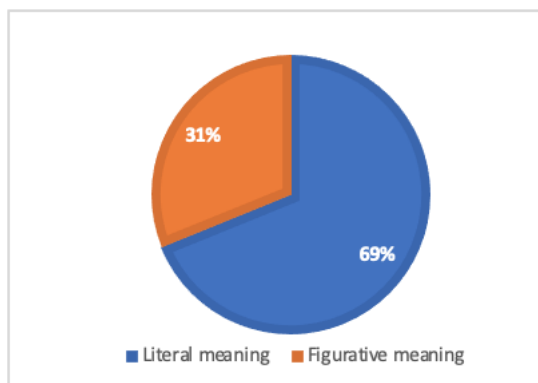
In the second grade of Primary Education, there are more prepositions than in the first one, having a total of seven prepositions. The most common preposition found is the preposition *in*, which appears five times. Nonetheless, it is worth mentioning that there is one of the prepositions which does not appear in this course, being the only grade in which the preposition *down* does not appear, despite having been presented to the learners in the previous year what seems to show a lack of systematicity in the selection and recycling of prepositions. The rest of prepositions, *out* and *up*, only appear once.

As can be seen in the pie chart, in this grade there is no presence of figurative meanings either, all the meanings found are literal.

### 3.1.3.3. Third grade of Primary Education

Figure 11: Third grade of Primary Education analysis of language

THIRD GRADE	
Preposition	Frequency
In	42
Out	3
Up	14
Down	2



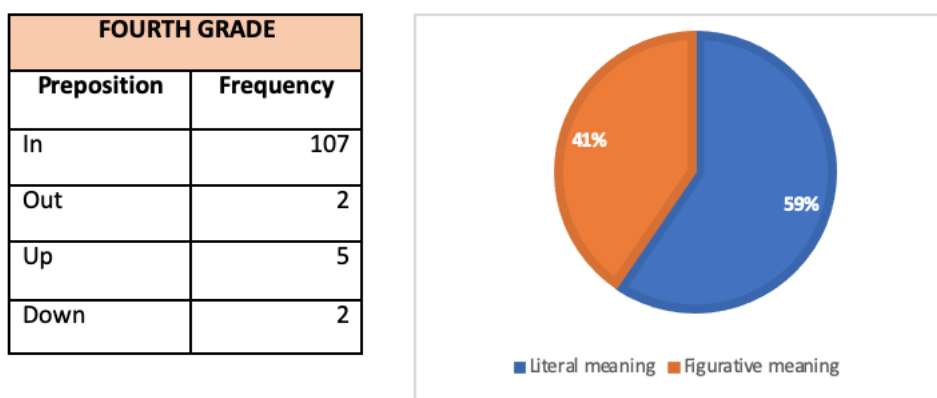
A great change is observed in the third grade of Primary Education in terms of the number of prepositions and also on the percentage of literal and figurative meanings. In this textbook, a total of sixty-one prepositions have been found along its pages. As in the second grade, the predominant preposition is *in*, reaching up to forty-two times, and the less predominant is *down*, appearing only twice in the book. Besides, in this book, it can be seen that the four prepositions analysed are present in the book. After the preposition *in*, the preposition *up* comes to appear fourteen times throughout the pages of the book and *out* only appears three times.

Figure 11 shows how the percentage of figurative meaning has increased if it is compared with the previous years, in which no figurative meanings were found. In this case, although most of the examples convey literal meanings, figurative uses reach up to 31% of the total with nineteen figurative prepositional uses versus forty-two literal senses. This huge growth of figurative meaning can correspond to the increase of the number of prepositions appearing in the textbook and also with the increasing complexity of the contents, which will be progressing throughout the whole educational stage.

As can be seen, in the first cycle of Primary Education (years 1 and 2), there were very few prepositions in the textbooks and no presence of figurative language. In this second cycle, which includes third and fourth grade, we can see as there have been a change in both senses, there are more prepositions and the coexistence of both types of meanings (literal and figurative).

### 3.1.3.4. Fourth grade of Primary Education

Figure 12: Fourth grade of Primary Education analysis of language

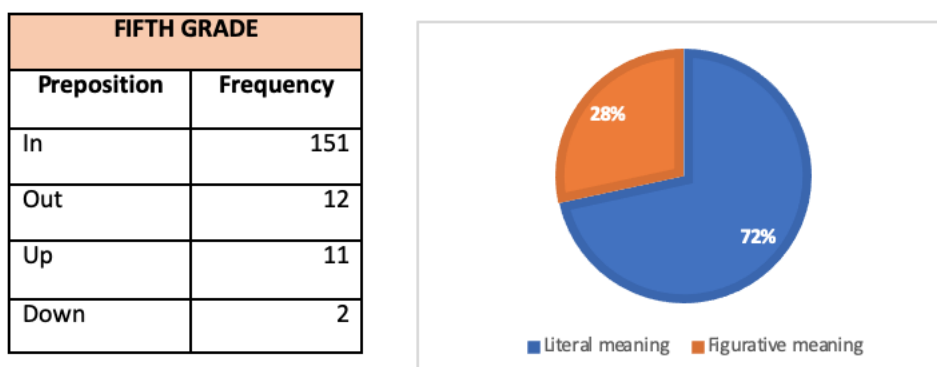


As regards the fourth grade of Primary Education, as happens in the third grade, all the four prepositions appear along the textbook. Nonetheless, there is an increase in the number of times in which the preposition *in* appears throughout the book, appearing a total of one hundred and seven times. However, an interesting aspect in this academic year is the number of times that the rest of the prepositions appear. The preposition *down* continues appearing only twice and, in this case, the preposition *out* too. The preposition *up* experiences a decrease in the number of times in the textbook, appearing only five times. Apart from this, there is also surprising how the number of literal and figurative meanings is different when compared to the third grade. In this specific case, figurative meanings represent 41% versus 31% in the third grade. If we compare literal and figurative language, we see how, in this year, figurative language has increased and both types of senses appear many times along the textbook.

This can be caused by the rise in the times that the preposition *in* appears in the textbook for this course and the little times that the rest of the prepositions are found in the textbook. Again, with the increase of difficulty we see changes in the number of prepositions and in the percentage of figurative meaning in the textbooks.

### 3.1.3.5. Fifth grade of Primary Education

Figure 13: Fifth grade of Primary Education analysis of language

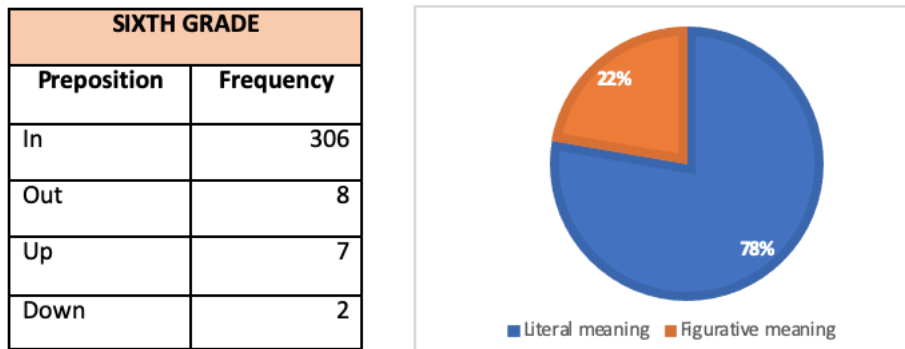


The fifth grade of Primary Education shows a slight difference if it is compared with the previous academic years. In this academic year, all the prepositions appear along the textbook and again, the preposition *in* is the most common. This time, the preposition *in* appears one hundred and forty-nine times. The preposition *down* remains stable with the same average until the moment, appearing in the book only twice. However, the prepositions *up* and *out* experienced a little growth, appearing *up* eleven times and *out* twelve times.

In terms of the typology of the language we can see in the pie chart, there is a little decrease in the number of figurative meanings in this course. Figurative uses represent 28% of the graph, while they represented the 41% in the previous year. However, the number of prepositional uses which appear in this year is higher than in the fourth grade. This decrease in the use of figurative language can be due to the different topics the textbooks include, in which the type of language is different and there is more literal language than figurative one. This does not mean that the language in the fourth grade is more difficult than in this year, since we are only analysing the presence of prepositions in the textbooks, but in this case, there are more prepositions with figurative meaning in the last grade of the second cycle of Primary Education than in the fifth grade. The important thing here is that in both, the second cycle and in the third, figurative language is present although it would be expected that, in the highest grades figurative meanings should be more present.

### 3.1.3.6. Sixth grade of Primary Education

Figure 14: Fifth grade of Primary Education analysis of language



Finally, in the sixth grade of Primary Education there is an important increase in the number of examples illustrating the four prepositions found. The preposition *in* reaches its peak appearing a total of three hundred and nine times throughout this textbook. Again, the preposition *down* stays at the same level appearing only twice as in each course. However, the presence of the prepositions *up* and *out* decrease a little bit. *Up* appears seven times and *out* only eight. In this case, all the prominence falls on the preposition *in*. As can be expected, the percentage of figurative meaning decreases a little because the preposition *in* is the most widely present in this textbook. In this case, figurative meanings represent 22% of the total. Still figurative language is largely present in this academic year, varied children are exposed to in the last year of Primary Education.

As can has been shown, in the fourth grade of Primary Education is where there are more prepositions with figurative meanings, if we consider percentages. But if we take into account the total number of prepositions found in the higher years, we find that the predominant preposition is *in*, and many uses for these prepositions are usually literal.

### **3.2. Discussion**

Following the aim of this MA dissertation, a qualitative study of a series of EFL textbooks of Primary Education has been presented focusing on the number of preposition children are exposed to and also the specific meanings that those prepositions convey are literal or figurative in the form of metaphors, irony, metonymy, etc.

After having listed all the prepositions and having chosen four of them, it has been shown how children are exposed to a wide range of them in Primary Education and with both types of meanings: literal and figurative meanings.

In this study we have seen how in the first two years of Primary Education there is very few prepositions in their textbooks and all the meanings belong to literal language. Nonetheless, from the third year and onwards, the number of prepositions they are exposed to is increasing more and more. This also happens with the figurative language they are exposed to, apart from the first cycle, in the rest of years they have figurative language in their textbooks so they should be able to use it and to understand what the sentences mean.

So, in this study it is observed that children are expected to understand and use prepositions in a figurative way without any problem. They already do that in their L1 and they are able to do it also in their L2, in this case in English. However, this does not seem to have been tested and teachers are usually not trained to distinguish and teach literal and figurative meanings.

#### **4. CONCLUSIONS**

In the first part of this MA dissertation, a clear aim: to analyze the EFL textbooks of Primary Education to find the prepositions students are exposed to and to analyze the language these prepositions cover (literal and figurative language).

Once the results of this study have been presented, it can be said that there is a great number of prepositions students of Primary Education are exposed to from the first to the sixth year. It is true that the number increases as they reach higher grades, but they are also exposed, although very scarcely, to prepositions since they are six years old (first grade of Primary Education). Following this line, it is worth mentioning the presence of both literal and figurative language in the textbooks. From the third year of Primary Education onwards, we can find both types of language along the pages of the textbooks, seeing the input the children receive when using these textbooks to learn EFL. Thus, one fact is clear, they are expected to face and use both types of language every day. At this point, the teacher training plays an important role, as has been emphasized in this study, that aims to serve as a help for teachers to understand better the different meanings of the four prepositions analyzed in detail in this dissertation.

Some limitations have been found while carrying out the study:

Firstly, the variety of textbooks. This study was done using six textbooks of Primary Education (from the first to the sixth grade), but they belong to a concrete publishing house, Richmond. Thus, if the study had been carried out using different textbooks from different publishers the results may be different, taking into account different topics or different materials. But it would be expected that, in general, figurative meaning was present along this educational stage.

Secondly, the amount of input. In this study, only the written input the students are exposed to has been analyzed. We have not taken into account the oral one, that is, the teachers' speech to which they are exposed to and the language of schooling they use when communicating with their teachers. Apart from the teachers' speech, there are also different materials that can be used in



the school to teach some points, such as materials they can handle, videos, audios, songs, some dialogues, etc. All of these materials can be used at schools to support the activities proposed by the textbooks and have not been analyzed in this study.

In the third place, the methodology. In this study it would have been very interesting to know how the teachers present the contents which involve some uses of the prepositions analyzed in the study and the differences among the methodologies taking into account the different grades of Primary Education, seeing if the same approach can be used for the first grade of Primary Education and higher grades.

Apart from the limitations found, it seems important to comment on further research lines in which this MA dissertation can have a contribution to make. This piece of work can be used for future lines of investigation in the field of prepositions in the Primary Education stage which is, at the moment, an under-explored area. Additionally, this study can be very useful for teachers of Primary Education to know the different meanings around the same prepositions, to understand what figurative meaning is and how it works and to differentiate the basic meaning of a word, in this case, a preposition and the contextual meanings around this basic one. With this study they will learn to think beyond what they are used to doing in terms of the meaning of the prepositions and they will develop a wider understanding of the Cognitive Linguistics world and will be able to teach the meanings of the prepositions in a more systematic way.

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## Dictionaries

<https://www.macmillandictionary.com>

<https://dictionary.cambridge.org/es/>

## 6. APPENDIX

Table 1: Sentences found with the preposition IN (analysis)

Year	word	Lemma	Contextual Meaning	Basic sense	MRW?
2	Fly in the sky	in	1.used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
2	swim in the sea	in	1.used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
2	small green frogs in the pond	in	used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
2, 5	in the cupboard	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
2	fly in the sky	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
2	swim in the sea	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
2	small green frogs in the pond	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	the children are in the snake house	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	in the school play	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	the monkey is in the cage again	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	in, on, under or behind?	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	in the morning	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
3	it's in the school bag	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	Robby is helping Beep in the stationery shop	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	Tom and Lucy look for mum and Dad in the living room	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

3, 4, 5, 6	in the park	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	Karim is in the play	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	the princess lives in a big castle	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3, 5	come in	in	2. into something	1. used for showing where someone or something is, 2. into something	0
3	I like cycling in the sun	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	I like swimming in the pool	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	I like skiing in the snow	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	Karim is in the football team	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
3	Olga is in the gymnastic competition	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	Lucy is in the cycling race	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
3	Tom is in the rollerblading race	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
3	In this photo	in	16. used for mentioning the book, film etc where someone/something appears	1. used for showing where someone or something is, 2. into something	1
3	Beep and Robby are in the mountains	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	there's an eagle in the sky	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	a squirrel climbing in the tree	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	see the fish in the lake	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	but can it climb in a tree?	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	swim in the lake	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

3, 5	in the bedroom	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	she's in the bedroom with Lucy	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	he's in the kitchen	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3, 4, 5, 6	in pairs	in	5. used for talking about numbers and amounts	1. used for showing where someone or something is, 2. into something	1
3, 4, 5	in the sky	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	travelling in the street	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	Karim and Olga are flying in the helicopter	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	can children fly in the balloons?	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	in the rain?	in	15. affected by a particular type of weather	1. used for showing where someone or something is, 2. into something	1
3	play three-in-a-row and say	in	5. used for talking about numbers and amounts	1. used for showing where someone or something is, 2. into something	1
3	do you like snorkelling in the sea?	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
3	In summer	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
3	I like swimming and playing in the water	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	we are in the school again	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in your town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4, 5, 6	in the morning	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
4, 5, 6	in the evening	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
4	in Music lessons	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1



4	in Science lessons	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
4, 5, 6	in the afternoon	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
4	in the classroom	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the gym	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the Music room	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the library	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the pool	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the park	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in yellow town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in blue town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in green town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a town, my town, your town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a village	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4, 6	in a restaurant	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4, 6	in the garden	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a book	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the trees	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in big colonies	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

4	in the pond	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a hive	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in Park town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in New town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in my spaceship	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in the space station	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a bed	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a special sleeping bag	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a space	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	in a real spaceship	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4, 6	in the woods, in the sea, in the snow	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4, 5, 6	in Asia, Brazil, Spain, the USA, Australia, London, South America, in the Canary Island in Spain, in Africa, in France, in Paris, in Canada, in the Sahara Desert, in the Gobi Desert, in Italy, in San Sebastian, in Florida, in the UK, in Europe, in Ireland, in Mexico, in China, in Moscow, in Japan, in Valencia, in Uttar Pradesh, in India, in New London, in Germany, in Greenland, in Los Angeles, in Rome, in New Zealand, in the Atlantic Ocean, in Egypt, in the	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

	Grey Limbo, in Antarctica, in Milan, in Pompeii, in Cardiff, in Wales				
4, 5	in Italian, in French, in Welsh,	in	10. used for talking about the way something is done	1. used for showing where someone or something is, 2. into something	1
4, 5, 6	in February, November, January, July, August, December, June, September, October, May, April, in August 79,	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
4	let's go in	in	2. into something	1. used for showing where someone or something is, 2. into something	0
4, 5	in the spring, summer, autumn, winter	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
4	bears sleep in cave or in a den	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
4	write in your notebook	in	11. used for describing ways of writing, drawing, or painting	1. used for showing where someone or something is, 2. into something	1
4	in 365 days	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
5	in a year	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
5, 6	in the day	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
5	in the Olympics	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a football team	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
5	in a Women's World	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the human body	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the hands, in each hand	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the middle of your back	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in each food	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

5	in them	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in our skin	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a cycle lane	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a shopping street	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	the turtles are in danger	in	7. used for describing a particular state, situation, or relationship	1. used for showing where someone or something is, 2. into something	1
5	in the sea	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in my room	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in each text	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the recipe book	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in the dialogue	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in your notebook	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in a TV studio	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the bowl, in a bowl, in a big bowl	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the oven, in an oven	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	salt in it	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in a shop	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a cake factory	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a purple bowl	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

5	in the kitchen	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in our town, in your town, in the town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the car	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the bag	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a box	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the museum	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the ocean, in oceans	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the sand	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the hole	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in an aquarium	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in space	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the river	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in a small village	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in the mountains	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in water	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the dolphin class	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the entrance hall	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5, 6	in a film studio	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

5	in the next studio	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the picture in activity 1	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a café, in the café	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in stories	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the caves, in caves, in the same cave	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in forests	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in a planetarium	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in Lake Superior	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in your country	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the Eiffel Tower, in the Atacama Desert in Chile,	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
5	in the first six months	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
5	in time	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
5, 6	in groups, in big groups, in a big group	in	5. used for talking about numbers and amounts	1. used for showing where someone or something is, 2. into something	1
6	what class are you in?	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	I'm in class 6B	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a big city	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a flat	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in their garden	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

6	in the square	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the video	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	two diamonds in the crown	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	put them in the recycling bin, container	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in my street	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	Assad is in assembly	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in his bedroom, in my bedroom	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in his living room in his home	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the living room	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the future	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	animals in danger of extinction	in	7. used for describing a particular state, situation, or relationship	1. used for showing where someone or something is, 2. into something	1
6	in an animal hospital	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a museum	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in an observatory	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in flamenco music	in	14. used for saying what colour decorations, clothes etc are	1. used for showing where someone or something is, 2. into something	1
6	in Irish music	in	14. used for saying what colour decorations, clothes etc are	1. used for showing where someone or something is, 2. into something	1
6	in many Irish cities	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the parades	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

6	in the street	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in each zone	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in different cities	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in it	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in school	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in hospital	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in year 2114	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
6	in his neighbourhood	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in this supermarket	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the big blue bin	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in traffic accidents	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
6	in the countryside	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a zoo	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in Queen Victoria's crown	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a hospital	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a book	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in spaceships	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a palace	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0



6	in 1973, 1953, 1958, 1985, 1948, 1971, 1982, 1503, 1516	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
6	in the year 79	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
6	covered in rocks and ash	in	15. affected by a particular type of weather	1. used for showing where someone or something is, 2. into something	1
6	in colonies	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the past tense	in	10. used for talking about the way something is done	1. used for showing where someone or something is, 2. into something	1
6	in their village	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a bike shop	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the Louvre	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in his notebooks	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the lake	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the Gallifa valley	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a balloon	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in this map	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the key	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in A1, in C5, in B5,	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in bright colours	in	14. used for saying what colour decorations, clothes etc are	1. used for showing where someone or something is, 2. into something	1
6	in the tomb	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in hieroglyphics	in	10. used for talking about the way something is done	1. used for showing where someone or something is, 2. into something	1

6	in the world	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the snow	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the village	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in oceans	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a pouch, in the pouch	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the Himalayan mountains in Nepal	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in my family	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a hotel	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	time in the air	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	find a mistake in each text	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	working in the computer room	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	swim in the river	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the art club	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the air	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a big room in the castle	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the candle-holder	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	a moon in that picture	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the middle of your back	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

6	in the swimming team	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in a corridor	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	trapped in the candelabra	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the laboratory	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in space	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the airport	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the simulator	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	flying in a storm	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in this game	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	look in it	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in picture A, in picture B	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	write it in order	in	13. used for describing how things are arranged	1. used for showing where someone or something is, 2. into something	1
6	in a computer club	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	it's on in five minutes	in	4. used for showing when something happens	1. used for showing where someone or something is, 2. into something	1
6	play the guitar in a band	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
6	she's in a band	in	6. used for saying areas of activity	1. used for showing where someone or something is, 2. into something	1
6	in grassland	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in forests	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

6	in your family	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in your house	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in your class	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in your town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	a torch in case it is dark	in	"in case" 1. In order to be prepared for something that may happen	1. used for showing where someone or something is, 2. into something	1
6	in the game	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in the rainforest	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in some countries	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	rubbish in rivers	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	animals in the school	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in Bethany's town	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0
6	in activity 4	in	1. used for showing where someone or something is	1. used for showing where someone or something is, 2. into something	0

Table 2: Sentences found with the preposition OUT (analysis)

Year	word	Lemma	Contextual Meaning	Basic sense	MRW?
2	look out of the window	out	3. outside	1. when you leave a place, 3. outside	0
3, 4, 5	Look out!	out	"Look out" 1. Used for warning someone to be careful, especially because they are likely to have an accident	1. when you leave a place, 3. outside	1
4	flowers come out again	out	10. able to be seen	1. when you leave a place, 3. outside	1
5	Buster wants to go out	out	3. outside	1. when you leave a place, 3. outside	0
5	these teeth fall out	out	2. when something is removed from where it was	1. when you leave a place, 3. outside	1
5	a great day out	out	3. outside	1. when you leave a place, 3. outside	0
5	cross out the zebra crossing	out	1. when you leave a place	1. when you leave a place, 3. outside	0
5	start out the castle	out	"start out" 3. To intend to do or be something	1. when you leave a place, 3. outside	1
5	turtles come out of the eggs	out	1. when you leave a place	1. when you leave a place, 3. outside	0
5	the path out of town	out	3. outside	1. when you leave a place, 3. outside	0
5	climb out of the hole	out	1. when you leave a place	1. when you leave a place, 3. outside	0
5	I love going out with my family	out	3. outside	1. when you leave a place, 3. outside	0
6	go out with her friends, on Sunday, went out on their bikes,	out	3. outside	1. when you leave a place, 3. outside	1
6	get out of my way	out	1. when you leave a place	1. when you leave a place, 3. outside	0
6	coming out of the forest, of the Grey Limbo	out	1. when you leave a place	1. when you leave a place, 3. outside	0
6	trapped out of space	out	3. outside	1. when you leave a place, 3. outside	0
6	put the fire out	out	5. when someone/something is removed	1. when you leave a place, 3. outside	1

Table 3: Sentences found with the preposition UP (analysis)

Year	word	Lemma	Contextual Meaning	Basic sense	MRW?
1	stand up	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0
1	stand up	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0
2	I can climb up high	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0
3, 4	hurry up	up	6. increased in amount/level	1. in or towards a higher position, 2. in or into an upright position,	1
3, 5	get up	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0
3, 5	wake up	up	7. awake and out of bed	1. in or towards a higher position, 2. in or into an upright position,	1
3	Karim and Olga are going up the stairs	up	4. moving near to someone or something and then stopping	1. in or towards a higher position, 2. in or into an upright position,	1
4	bears wake up in spring	up	7. awake and out of bed	1. in or towards a higher position, 2. in or into an upright position,	1
5	digging up dinosaur bones	up	2. in or into an upright position	1. in or towards a higher position, 2. in or into an upright position,	0
5	turtles can live up to 100 years	up	6. increased in amount/level	1. in or towards a higher position, 2. in or into an upright position,	1
5	reach up to the story	up	10. completely done or used so that there is nothing left	1. in or towards a higher position, 2. in or into an upright position,	1
6	look it up, look them up,	up	4. moving near to someone or something and then stopping	1. in or towards a higher position, 2. in or into an upright position,	1
6	pick up the rubbish	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0
6	I grow up	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0
6	he flies up to the picture	up	1. in or towards a higher position	1. in or towards a higher position, 2. in or into an upright position,	0

Table 4: Sentences found with the preposition DOWN (analysis)

1	sit down	down	3. into or in a sitting or lying position	1. to or towards a lower place, 2. in a lower place or at a lower level	1
1	coming down the chimney	down	1. to or towards a lower place	1. to or towards a lower place, 2. in a lower place or at a lower level	0
3	come down now	down	1. to or towards a lower place	1. to or towards a lower place, 2. in a lower place or at a lower level	0
3	the princess is cutting down the trees	down	8. used for saying that something is damaged or destroyed and falls to the ground	1. to or towards a lower place, 2. in a lower place or at a lower level	1
4	the leaves fall down	down	1. to or towards a lower place	1. to or towards a lower place, 2. in a lower place or at a lower level	0
4	a man down here	down	2. in a lower place or at a lower level	1. to or towards a lower place, 2. in a lower place or at a lower level	0
5	the minerals grow down	down	1. To or towards a lower place	1. to or towards a lower place, 2. in a lower place or at a lower level	1
5	to sleep upside-down	down	3. into or in a sitting or lying position	1. to or towards a lower place, 2. in a lower place or at a lower level	1
6	skiing down	down	1. to or towards a lower place	1. to or towards a lower place, 2. in a lower place or at a lower level	0