

English Ladder

Teaching Guide

Understanding Prepositions: in/on/at

A concise classroom guide with lesson flow, teaching cues, and a ready-to-use answer key built around the same English Ladder concept sheet.



Grammar Concepts #01	General Rules	Location	Time	Information and Other Uses
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Visual anchor

Use the concept poster to spotlight the main language pattern in **Understanding Prepositions: in/on/at** and keep the explanation visible during practice and discussion.

ENGLISH LADDER

Concept #01 ► **Prepositions: in/on/at**

Generally, **at** is for a point, **on** is for something larger, and **in** is for the largest category.

I was **in** New York.

I was **on** Wall Street.

I was **at** the Empire State Building.

I was **in** the Empire State Building.

I was **on** the 12th floor.

I was **at** the elevator.

I was busy **in** February.

I will celebrate my birthday **on** April 2.

I will eat lunch **at** 11:45.

There is much information **in** the book.

There is more information **on** page 32.

The page number is **at** the top of the page.

at on in

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At a Glance

<p>Lesson focus Understanding Prepositions: in/on/at</p>	<p>Suggested timing 45-60 minutes</p>
<p>Core objective Students explain the target pattern clearly and apply it accurately in controlled practice and discussion.</p>	<p>Materials Student PDF, the concept image, board space, and time for partner checking.</p>

Suggested Lesson Flow

Warm-up	Display the concept image and ask learners to predict the rule behind Understanding Prepositions: in/on/at before reading the explanation.
Model	Walk through the Core Idea and the sections on General Rules, Location, Time. Pause after each part so students can restate the pattern in plain English.
Guided practice	Project two or three examples from the concept sheet and ask pairs to explain why each choice works, not just what the answer is.
Independent work	Assign the 24 practice items for quiet work, partner checking, and final feedback.
Closure	Ask students to create one new sentence or mini-example of their own that follows the same pattern.



Likely Learner Errors

- Learners may overgeneralize the first pattern they notice. Keep returning to **General Rules, Location, Time** and ask students to explain what changes from one example to the next.
- Long explanations can hide the signal word or structure. Have students underline the exact phrase that tells them which form, pattern, or response is needed.
- If students can choose an answer but cannot explain it, ask them to justify their choice using words taken directly from the concept sheet.

Differentiation and Delivery Notes

- Support: teach one section at a time, then send students back to **the examples** or the practice set so they can apply the same rule immediately.
- Pair work: let students compare answers aloud before you reveal the key. The explanation step is as important as the final answer.
- Extension: ask stronger students to write two fresh examples or a short dialogue that uses the same target language accurately.

Model Language from the Concept Sheet

- in: Used for the largest categories, such as cities, countries, months, and years.
- on: Used for more specific items like streets, surfaces, and dates.
- at: Used for the most specific points, such as exact locations, times, and specific places.
- City/Country:
- "I was in New York."
- "She lives in Japan."



Answer Key

Use this key for whole-class feedback or fast marking.

ITEM 01

I was in New York.

ITEM 02

She lives in Japan.

ITEM 03

The store is on Main Street.

ITEM 04

The book is on the table.

ITEM 05

I was at the Empire State Building.

ITEM 06

She works on the second floor.

ITEM 07

We will meet at the entrance.

ITEM 08

He is in the library.

ITEM 09

I will celebrate my birthday on April 2.

ITEM 10

We have a meeting on Monday.

ITEM 11

I will eat lunch at 11:45.

ITEM 12

She was born in 1990.

ITEM 13

The flowers bloom in spring.

ITEM 14

He arrived on Christmas Day.



ITEM 15

The train arrives at 3:30 PM.

ITEM 16

We opened presents at midnight.

ITEM 17

There is much information in the book.

ITEM 18

I saw it on the website.

ITEM 19

The page number is at the top of the page.

ITEM 20

Look at the beginning of the chapter.

ITEM 21

He left his keys on the counter.

ITEM 22

She wrote her name on the board.

ITEM 23

I live in a big house.

ITEM 24

She is waiting at the bus stop.