

**Theme: Put Them Together**
**Focus: Specific Word Groups – Phrasal Verbs**
**Lesson Objectives**

Students are able to

1. define various phrasal verbs,
2. complete sentences using the correct phrasal verbs.

**Resources**

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 4
2. A list of phrasal verbs and their synonyms/definitions (for Additional Activity)
3. Word cards with sets of verbs and prepositions with some that are incorrectly matched
4. Word cards with the meanings for phrasal verbs in (3)
5. Handouts of useful phrasal verbs
6. Sentences or a short paragraph with some phrasal verbs wrongly used

**Introduction / Warm-up Activity (5 min)**

1. Show the students several pairs of verbs and prepositions. Let them decide which pairs are phrasal verbs. Once they have picked out those phrasal verbs, get them to match the word cards with the different meanings.
2. Place the word cards on the board with their corresponding phrasal verbs.

**Lesson (10 min)**
**Specific Word Groups – Phrasal Verbs**

1. Review what phrasal verbs are with the students. Emphasize the importance of using phrasal verbs.
2. Give the students each the handout of phrasal verbs. Go through some difficult ones with them. Call on the students to form sentences using some of the phrasal verbs.
3. Go through any phrasal verbs that might be easily confused by the students.
4. Show the students several sentences or a short paragraph with phrasal verbs. Get them to spot the mistakes in the phrasal verbs.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 55 and 56 of Learning Vocabulary Workbook 4, pages 73 – 76** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Draw a grid on the board. Write the verb component of phrasal verbs at the top of each column. Write a row of numbers in multiples of five at the left side of the grid with one number at the start of each row.
2. Divide the class into groups. A member from a group selects a verb and the number of points he wants to play. For example, if a student selects 'take' for five points, give the student the meaning of the phrasal verb that you have already decided for that part of the grid. If the answer is 'take off', you might say 'to remove.' The student then has to give you the phrasal verb.
3. The higher the points the student wants to play for, the more difficult the phrasal verb will be.
4. The group with the highest points wins. Give a small prize to the winning group(s).

### **Optional Activities**

1. Assign a main verb to the students, making sure that the verbs can be matched with a variety of prepositions. Let the students form their own maze-like structure using these words (similar to playing dominoes). For example, they can join 'take' with 'up' and place 'on' over the other side to form 'take on.' Then using 'on', they can form other phrasal verbs such as 'pass on.' The idea is to write out words that might eventually connect to form a shape.
2. Let them share their work with the class.
3. Alternatively, you may want to divide the class into groups. Let each group focus on certain phrasal verbs. They can then form sentences using these phrasal verbs.
4. Let them pin their work on the 'Writer's Wall'.