

## Getting into a love of phrasal verbs

**Level:** Intermediate

**Age:** Teenagers

**Time needed:** 25 minutes

**Lesson aim:** To help students become confident at using three of the most common English verbs used in phrasal verbs: *come, get, put*.

**Skills:** Study skills, speaking, writing

**Materials needed:** Worksheet, Macmillan online dictionary

- Review the meanings of the phrasal verbs by asking the students these questions:

Which phrasal verb means *to have a particular opinion of someone when you first meet or see them?* (come across)

Which means *when something becomes yours when someone dies?* (come into)

Which means *to be forced to experience something unpleasant, such as criticism or suspicion?* (come under)

Which means *to be covered in spots because you are ill or your body reacts to a food or medicine?* (come out in)

Which means *to visit someone in the place where they are, especially their house?* (come over)

Which means *to be the most important aspect of a situation or problem?* (come down to)

### Warmer

Ask students to give you examples of phrasal verbs with *come, get, put*. Give them a copy of the worksheet and ask them if they think the preposition (particle) *into* would also work with *come* and *put*. If so, ask them to give you some examples. Explain that you will look at how these three different verbs can be combined with a variety of particles, and how this changes their meanings.

### Activity 1

- Explain that in this activity students have to match the sentences with a suitable ending.
- When the students have finished, ask them to discuss the meanings of the phrasal verbs with their partners using the Macmillan online dictionary, and then check the answers as a class.

#### Key:

- a as very self-confident.
- b criticism for poor performance.
- c some money.
- d spots.
- e for dinner?
- f who wants the job the most.

### Activity 2

- Ask your students to complete the sentences using a phrasal verb with *put* from the box. Encourage them to use the Macmillan online dictionary to check their answers.
- Go through the answers as a class.

#### Key:

- a put ... off      b putting in      c putting ... on
- d put ... out      e putting across      f put up with

- As in activity 1, try and elicit the phrasal verbs from the students by asking these questions:

Which phrasal verb means *to prevent someone from concentrating on something so that they have difficulty doing it?* (put off)

Which phrasal verb means *to try to make someone believe something that is not true?* (put on)

Which means *to explain an idea, belief etc in a way that is easy to understand?* (put across)

Which means *to make something stop burning?* (put out)

Which means *to accept someone or something unpleasant in a patient way?* (put up with)

Which means *to spend a particular amount of time doing something, or to make a particular amount of effort in order to do something?* (put in)

# VOCABULARY BUILDERS

## Activity 3

1. Give the students a minute to brainstorm in pairs all the phrasal verbs they know with *get* and to write them in the box. Get them to compare their lists with another pair.
2. Ask the students to look at the sentences with *get* and circle the particle that fits the meaning of the sentence.
3. Go through the answers as a class.

### Key:

- a around      b on      c over  
d through    e into      f over

## Activity 4

In this activity, some of the phrasal verbs from above are used. Ask students to ask and answer the questions. Encourage them to use the phrasal verbs from the previous activities, and to develop the conversations as much as possible.

## Follow-up activities

1. Encourage students to make a list of the new phrasal verbs.
2. Ask students to choose some of the new phrasal verbs and make sentences which show their meaning.