

**Name of activity:** Fast Phrasals

**Short description:** students practise using phrasal verbs in the context of a story about going to the beach

**Link to curriculum:** Grade 7; Unit 5.25

**Difficulty level:** medium - difficult

**Time:** 40 minutes

**Learning outcomes:** by the end of this activity:

- Students will have identified and used a range of phrasal verbs

(Competency 6; Grammar)

**Option 1**

Lesson plan with:

- ✓ Worksheet
- ✓ Comic

**Option 2**

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

**Option 3**

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material:

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/beach>

## Option 1: Worksheet

<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Make enough copies of the cartoon for students to read in pairs</li> <li>2. There are 2 worksheets linked to this activity – decide whether one or both will be part of the lesson and make enough copies of the worksheet for students to work in pairs</li> </ol>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b> <b>5 – 10 min</b>	<ol style="list-style-type: none"> <li>1. List several phrasal verbs for students to see – these could be examples from 5.25 such as switch on, switch off, turn up, turn down, plug in</li> <li>2. Explain that these are phrasal verbs and we use a lot of them in English</li> <li>3. A phrasal verb is a phrase made up of a verb with at least one other word – normally an adverb or a preposition. The meaning can be similar to the meaning of the verb or something completely different</li> <li>4. Normally their meaning cannot be understood based upon the meaning of each word in isolation. For example, if someone <i>picks on</i> someone else, they are not choosing them, but teasing them.</li> <li>5. See if students can identify any other examples, or elicit some other common examples from them – pick up, save up, write down</li> </ol>
<b>Reading</b> <b>5 - 10 min</b>	<ol style="list-style-type: none"> <li>1. Give out the comics to students in pairs.</li> <li>2. Explain that they will be reading a comic about some friends going to the beach. Ask some questions to help set the context, such as:             <ol style="list-style-type: none"> <li>a. Have you been on a trip with your friends?</li> <li>b. Have you been on a trip to the beach? How did you get there?</li> </ol> </li> <li>3. Explain that the bold words are phrasal verbs – see if they can identify a few before they start reading.</li> <li>4. Explain to students that as they read they need to try and answer this gist question – ‘What happens on the way to the beach?’ Give students 5 – 10 minutes to read the comic. Encourage students to re-read it if time.</li> <li>5. Once students have finished reading, ask a few comprehension questions to ensure they have an understanding of the story before moving onto the practice activities. For example:             <ol style="list-style-type: none"> <li>a. Who does the car belong to?</li> <li>b. Why did they have to leave before 10am?</li> </ol> </li> </ol>

	c. Did they get to the beach? What happened?
<b>Practice 1</b> <b>10 – 15 min</b>	<ol style="list-style-type: none"> <li>1. Give out worksheet 1 to the pairs of students.</li> <li>2. Explain that they have to work together to fill in the gaps using a phrasal verb from the box. Each gap has a clue in brackets.</li> <li>3. Work through at least one example together.</li> <li>4. Explain that each phrasal verb can only be used once.</li> <li>5. Give students time to work through this activity together.</li> <li>6. Once most pairs have finished, group each pair with another pair and have them check their answers.</li> <li>7. Bring all students together for whole class feedback.</li> </ol>
<b>Practice 2</b> <b>10 – 15 min</b>	<ol style="list-style-type: none"> <li>1. Distribute worksheet 2 to students. With this worksheet, the verb is given but students have to think of the other word that missing to make up the phrasal verb.</li> <li>2. To support students, elicit or give a list of particles that are often used in phrasal verbs – on, off, up, down, in, out, of, back, over, behind.</li> <li>3. Work through at least one example together.</li> <li>4. Give students time to work through this activity together.</li> <li>5. Once most pairs have finished, group each pair with another pair and have them check their answers.</li> <li>6. Bring all students together for whole class feedback.</li> </ol>
<b>Variations</b>	<ol style="list-style-type: none"> <li>1. If the copies do not clearly show the bolded phrasal verbs in the comic, once students have read through the comic, help them identify each phrasal verb and list them for everyone to see.</li> <li>2. If students have a strong understanding of phrasal verbs they may not need the list of particles to be given for the 2<sup>nd</sup> practice activity.</li> </ol>

# Fast Phrasals

# The Beach



# Fast Phrasals

# The Beach





## Worksheet 1

Complete the gaps with a word from the box.

clean it up	set off	messing it up	blow up
cools down	thinking of	broke down	Come on
leave something behind	go back	fill up	pull over

Sam and Fred are \_\_\_\_\_ (considering) going to the beach. Kate and Izzy like the idea, and they plan to \_\_\_\_\_ (start the journey) at 10 a.m. on Saturday.

Sam is worried about his brother's car, and he thinks they should \_\_\_\_\_ (not take something with them) because they have too much stuff. Kate says ' \_\_\_\_\_ !' (expression used to tell someone to do something faster) because she is impatient to leave. They need to go to a petrol station to \_\_\_\_\_ (make full) the tank. Sam tells Fred not to eat in the car because he is \_\_\_\_\_ (making it dirty or untidy). Fred promises he'll \_\_\_\_\_ (clean it until it is back to its original state).

Things start to go badly. They have no more petrol and the engine is so hot that Sam thinks it might \_\_\_\_\_ (explode). They \_\_\_\_\_ (stop the car by the side of the road) to wait until it \_\_\_\_\_ (becomes less hot).

Kate's mum is wondering why they are so late. They explain that the car \_\_\_\_\_ (stopped working, for a car or machine). And they will have to \_\_\_\_\_ (return) the next day to get it! Kate's mum offers them a cup of tea but they are all so tired they instantly fall asleep on the sofa.

## Worksheet 2

Write the correct particle to complete the sentences.

1. I'm just going to fill this bottle \_\_\_\_\_ at the drinking fountain.
2. I'm thinking \_\_\_\_\_ studying law, but I'm not sure yet.
3. Wait for the eggs to cool \_\_\_\_\_ before you put the mayonnaise on them.
4. I bought some food but I forgot to buy milk. I'll have to go \_\_\_\_\_ to the shop.
5. Come \_\_\_\_\_! We'll be late!
6. She set \_\_\_\_\_ first thing in the morning, with a tent, sleeping bag and rucksack full of food.
7. Oops, I've spilt my coffee! I'll get a cloth to clean it \_\_\_\_\_.
8. My bus broke \_\_\_\_\_ and I had to walk home.
9. The bombers tried to blow \_\_\_\_\_ the Houses of Parliament.
10. I've just tidied the house, so don't mess it \_\_\_\_\_!
11. The police officer signalled for the speeding car to pull \_\_\_\_\_.
12. It's too big. I'll have to leave it \_\_\_\_\_ for now. I can't carry it.

## Answer key

### Worksheet 1

1. thinking of
2. set off
3. leave something behind
4. Come on
5. fill up
6. messing it up
7. clean it up
8. blow up
9. pull over
10. cools down
11. broke down
12. go back

### Worksheet 2

1. up
2. of
3. down
4. back
5. on
6. off
7. up
8. down
9. up
10. up
11. over
12. behind

## Option 2: Data Projector

<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Set up the data projector with either option, using the link below             <ol style="list-style-type: none"> <li>a. downloaded PDF file of the comic</li> <li>b. internet access to the comic</li> </ol> <p><a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/beach">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/beach</a></p> </li> <li>2. Prepare enough copies of the worksheet for students to work in pairs</li> </ol>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b> <b>5 – 10 mins</b>	<ol style="list-style-type: none"> <li>1. List several phrasal verbs for students to see – these could be examples from 5.25 such as switch on, switch off, turn up, turn down, plug in</li> <li>2. Explain that these are phrasal verbs and we use a lot of them in English</li> <li>3. A phrasal verb is a phrase made up of a verb with at least one other word – normally an adverb or a preposition. The meaning can be similar to the meaning of the verb or something completely different</li> <li>4. Normally their meaning cannot be understood based upon the meaning of each word in isolation. For example, if someone <i>picks on</i> someone else, they are not choosing them, but teasing them.</li> <li>5. See if students can identify any other examples, or elicit some other common examples from them – pick up, save up, write down</li> </ol>
<b>Reading</b> <b>5 – 10 min</b>	<ol style="list-style-type: none"> <li>1. Display the first page of the comic on the data projector, ensuring all can see.</li> <li>2. Explain that they will be reading a comic about some friends going to the beach. Ask some questions to help set the context, such as:             <ol style="list-style-type: none"> <li>a. Have you been on a trip with your friends?</li> <li>b. Have you been on a trip to the beach? How did you get there?</li> </ol> </li> <li>3. Explain that the words in red are phrasal verbs – see if they can identify a few from the first page before reading.</li> <li>4. Explain to students that as they read they need to try and answer this gist question – ‘What happens on the way to the beach?’ Give students 5 – 10 minutes to read the comic.</li> </ol>

	<p>Encourage students to re-read it if time.</p> <p>5. Once students have finished reading, ask a few comprehension questions to ensure they have an understanding of the story before moving onto the practice activities. For example:</p> <ol style="list-style-type: none"> <li>a. Who does the car belong to?</li> <li>b. Why did they have to leave before 10am?</li> <li>c. Did they get to the beach? What happened?</li> </ol>
<p><b>Practice 1</b> <b>10 – 15 min</b></p>	<ol style="list-style-type: none"> <li>1. Give out worksheet 1 to the pairs of students.</li> <li>2. Explain that they have to work together to fill in the gaps using a phrasal verb from the box. Each gap has a clue in brackets.</li> <li>3. Work through at least one example together.</li> <li>4. Explain that each phrasal verb can only be used once.</li> <li>5. Give students time to work through this activity together.</li> <li>6. Once most pairs have finished, group each pair with another pair and have them check their answers.</li> <li>7. Bring all students together for whole class feedback.</li> </ol>
<p><b>Practice 2</b> <b>5 – 10 min</b></p>	<ol style="list-style-type: none"> <li>1. Distribute worksheet 2 to students. With this worksheet, the verb is given but students have to think of the other word that missing to make up the phrasal verb.</li> <li>2. To support students, elicit or give a list of particles that are often used in phrasal verbs – on, off, up, down, in, out, of, back, over, behind.</li> <li>3. Work through at least one example together.</li> <li>4. Give students time to work through this activity together.</li> <li>5. Once most pairs have finished, group each pair with another pair and have them check their answers.</li> <li>6. Bring all students together for whole class feedback.</li> </ol>
<p><b>Variations</b></p>	<ol style="list-style-type: none"> <li>1. If the comic does not display in a size for students to read, the teacher and/or several stronger students could read the comic aloud for the whole class.</li> <li>2. If students have a strong understanding of phrasal verbs they may not need the list of particles to be given for the 2<sup>nd</sup> practice activity (worksheet 2).</li> </ol>

### Option 3: Computer Lab

<b>Preparation</b>	<ol style="list-style-type: none"><li>1. Ensure that all computers are ready with the link: <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/beach">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/beach</a></li><li>2. There are also links on this page to the 2 activities/worksheets<ol style="list-style-type: none"><li>a. gap fill – in context</li><li>b. gap fill – form</li></ol></li><li>3. Think about the number of computers available – are students working individually or with a partner?</li></ol>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b>  <b>5 – 10 mins</b>	<ol style="list-style-type: none"><li>1. List several phrasal verbs for students to see – these could be examples from 5.25 such as switch on, switch off, turn up, turn down, plug in</li><li>2. Explain that these are phrasal verbs and we use a lot of them in English</li><li>3. A phrasal verb is a phrase made up of a verb with at least one other word – normally an adverb or a preposition. The meaning can be similar to the meaning of the verb or something completely different</li><li>4. Normally their meaning cannot be understood based upon the meaning of each word in isolation. For example, if someone <i>picks on</i> someone else, they are not choosing them, but teasing them.</li><li>5. See if students can identify any other examples, or elicit some other common examples from them – pick up, save up, write down</li></ol>
<b>Reading</b>	<ol style="list-style-type: none"><li>1. Display the first page of the comic on the data projector, ensuring all can see.</li><li>2. Explain that they will be reading a comic about some friends going to the beach. Ask some questions to help set the context, such as:</li><li>3. Have you been on a trip with your friends?</li><li>4. Have you been on a trip to the beach? How did you get there?</li><li>5. Explain that the words in red are phrasal verbs – see if they can identify a few from the first page before reading.</li><li>6. Explain to students that as they read they need to try and answer</li></ol>

	<p>this gist question – ‘What happens on the way to the beach?’ Give students 5 – 10 minutes to read the comic. Encourage students to re-read it if time.</p> <p>7. Once students have finished reading, ask a few comprehension questions to ensure they have an understanding of the story before moving onto the practice activities. For example:</p> <ol style="list-style-type: none"> <li>a. Who does the car belong to?</li> <li>b. Why did they have to leave before 10am?</li> <li>c. Did they get to the beach? What happened?</li> </ol>
<b>Practice 1</b>	<ol style="list-style-type: none"> <li>1. Ask students to click on the ‘gap fill – in context’ activity</li> <li>2. Explain that they have to fill in the gaps using a phrasal verb from the box. Each gap has a clue in brackets.</li> <li>3. Work through at least one example together.</li> <li>4. Explain that each phrasal verb can only be used once.</li> <li>5. Give students time to work through this activity.</li> <li>6. Once most have finished, group each student/pair with another student/pair and have them check their answers before they check on the computer.</li> <li>7. Bring all students together for whole class feedback.</li> </ol>
<b>Practice 2</b>	<ol style="list-style-type: none"> <li>1. Ask students to click on the ‘gap fill – form’ activity.</li> <li>2. With this activity, the verb is given but students have to think of the other word that missing to make up the phrasal verb.</li> <li>3. To support students, elicit or give a list of particles that are often used in phrasal verbs – on, off, up, down, in, out, of, back, over, behind.</li> <li>4. Work through at least one example together.</li> <li>5. Give students time to work through this activity.</li> <li>6. Once most have finished, group each student/pair with another student/pair and have them check their answers before they check on the computer.</li> <li>7. Bring all students together for whole class feedback.</li> </ol>
<b>Variations</b>	<ol style="list-style-type: none"> <li>1. You may want students to have a copy of the worksheets so they can complete them and keep them for future reference – these can be printed from the same link</li> </ol>

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/beach>

2. If students have a strong understanding of phrasal verbs they may not need the list of particles to be given for the 2<sup>nd</sup> practice activity (gap fill - form).