

Theme: Differences and Similarities
Focus: Phrasal Verbs
Lesson Objectives

Students are able to

1. describe actions using phrasal verbs,
2. tell the differences and similarities among different phrasal verbs,
3. complete sentences using the correct phrasal verbs,
4. replace precise words with phrasal verbs that are similar in meaning,
5. complete sentences using the correct prepositions or adverbial particles.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 5
2. A list of phrasal verbs (for Warm-up Activity)
3. A stack of cards with a phrasal verb written on each of them
4. Small prizes for winners of the card game

Introduction / Warm-up Activity (5 min)

1. Show the students a few phrasal verbs that seem the same but have different meanings.

Examples:

- ‘take up’, ‘take in’ and ‘take off’ / ‘put down’, ‘turn down’ and ‘fall down’
2. Ask the students what the different phrasal verbs mean. Encourage them to form sentences using the phrasal verbs.
 3. Write the answers on the board and underline the phrasal verbs.

Lesson (10 min)
Phrasal Verbs

1. Refer the students to **pages 97 – 99 of Learning Grammar Workbook 5**. Get them to read the examples on **page 97**.
2. You may want to go through some of the more difficult words on **pages 98 – 99**. You may also want to highlight certain confusing phrasal verbs.
3. Alternatively, you may want the students to look through the lists on **pages 98 – 99**. Get them to point out phrasal verbs that they have not come across before.

4. Call on a student and get him to make a sentence with a phrasal verb that you have picked. If he gets it right, he gets to select another phrasal verb and call on another student to make a sentence using it.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 53 and 54, pages 100 – 102** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Place the stack of cards with the phrasal verbs faced down on the table. Divide the class into groups. Get one player from each group to select a card. He has to make a sentence using that phrasal verb. If he gets help from his group, he will only get half the points. If someone else from another group comes up with the correct answer instead, he will also get half the points.
2. You may want to make the game more challenging by having a time limit for making a sentence. Once the time is up, someone else gets a chance.
3. Give a small prize to the group that scores the highest point.
4. You may want to group the students to ensure that there is a mix of abilities in each group.

Optional Activities

1. Ask the students to complete **Exercise 55, pages 103 – 104** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want the students to search for newspaper or magazine articles that contain phrasal verbs or precise words that could be replaced with phrasal verbs.
4. Let them share their findings with the class.