

Getting On With Phrasal Verbs



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Introduction to the Teacher

When students are asked which aspects of English give them the most difficulty, they invariably mention prepositions and 'verbs with prepositions'. Any experienced EFL teacher is aware of the large number of mistakes students at all levels make with these verbs, seemingly independently of their command of other aspects of the language – a serious situation when we consider the crucial part such verbs play in English, especially spoken English.

Getting On With Phrasal Verbs takes a fresh and enjoyable approach to the perennial problems associated with these verbs, and covers many of the most frequently met. As well as true phrasal and prepositional verbs, the book includes and practises other verbs that are worth learning alongside them – such as some opposites (e.g. *unplug* which occurs together with *plug in*), combinations with *be* (e.g. *be out*) and some compound verbs including particles (e.g. *overtake*).

The book uses a simple, systematic method suitable for study at all levels (from lower intermediate level upwards). The approach uses the principles of direct method and visual aids; and to get the best out of the units, teachers are advised to read the following explanation of the way the units have been designed to be used. But of course, the book can also be used in many other ways, which teachers and students will think of for themselves.

Apart from minor differences, the units follow the same format, for which the following procedure is recommended.

Lead-in activity

Most of the units begin with a short introductory activity ('Before you look at the story . . .'). Alternatively, teachers could invent their own General or Personal questions. The activities are designed to engage the student's interest and to introduce useful vocabulary items, and are of the following types:

General questions/Personal questions, for example:

(General) Travel: 'What are the advantages and disadvantages of the different forms of transport?'

(Personal) Smoking: 'Who (in the class) smokes?'/ 'How much . . .?'/ 'How long . . .?'/ 'Who doesn't like smoking?'/ 'Why not?'

Pictures for labelling with the correct vocabulary

Other activities, for example, questionnaire completion

Comprehension of the story

For use in class, it is important that the initial presentation of the story is visual and aural/oral, although a student working alone will of course have to rely on reading. For class use, the recommended steps are:

- 1 The students read the introductory text, if there is one, (2–3) lines, which sets the scene. Then they are instructed to:
- 2 ‘Cover the text and look at the pictures.’ From the pictures, the students try to tell the story in their own words, section by section. Mistakes of interpretation are not important at this stage as long as they are not totally misleading. The students need this opportunity to guess what is happening or being said as a foundation on which to build. The teacher also asks general comprehension questions about the pictures, drawing attention to important elements and eliciting or providing any useful additional vocabulary. If the students are familiar with any of the target verbs, they are, of course, free to express them, but the teacher should not introduce the verbs him- or herself. (Diagrams drawn on the blackboard, and the use of mime, are useful ways of drawing the students’ attention to points they may not have noticed in the pictures, without using the target verbs or unnatural language.)
- 3 ‘Then listen to (or read) the story and find the answers to these questions.’ (The instruction ‘or read’ is of course for students working on their own.) Before hearing the story, the students study and then try to answer the questions that precede it as well as they can *without looking at the text*, that is, using only the pictures and their imagination. Some questions they will be able to answer from the pictures; others they won’t until they hear the verbs. But either way, the pre-questions – which consist of comprehension, completion, true or false questions and other similar exercises – give the students something to listen out for actively.
The teacher then reads the text while the students listen, look at the pictures and check or find their answers to the pre-questions. The reading may be repeated as necessary (2–3 times). After discussing their answers the students are instructed to:
- 4 ‘Read the text carefully and check your answers.’ The listening comprehension stage may be rounded off with individual or choral readings from the story.

Practice stage

Before continuing the students are instructed to: ‘Cover the text again and answer these questions.’ Although the students may look at the pictures, covering the text is advisable to stop them taking their answers straight from the text. The students then read and answer the questions.

Each unit can be used as it stands; but it is also possible to exploit the material by using many different exercise types for supplementary or

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alternative practice. The exercise types used in the book are listed on pp. xi–xii.

Follow-up Exercises

A Exercises provided in the book

The Follow-up Exercises, all semantically based, are for completion in class (possibly as revision) or for homework. These exercises are not related directly to the story, but provide practice in applying the verbs in a wider context (transfer). To ensure that the verbs are used in correct grammatical structures, refer to the 'Classification of the Verbs by Structure' (pp. 104–10). The exercises comprise:

- 1 Matching verbs with definitions – to test explicit understanding of the meanings and functions of the verbs. Apart from straightforward matching, this exercise can be exploited in various ways:
 - a) In pairs, with one book open and the other closed: one student gives a definition for the other to give the corresponding verb.
 - b) The verbs and definitions are written on paper. The lists are cut up, mixed, shared out, and finally matched again.
 - c) The verbs and definitions are used in conjunction with the exercises in the practice stage.
 - d) The students write the verbs with the appropriate definitions in their exercise books.

Note: It is extremely important that students are told that they should use the verbs themselves and not the paraphrased forms contained in the definitions, as these cannot normally be substituted directly for the phrasal verbs.

- 2 General comprehension questions – to test general understanding of the verbs. By eliciting the verbs in less obvious ways and with changes or widening of context, the students are made to really think about their answers.
- 3 Gap-filling in sentences – to test ability to recognize the appropriate contexts for the verbs, and to produce the verbs in the correct forms.
- 4 Cartoons – to act both as mnemonics and as a spur to conversation or even roleplay. Many of them depend for their effect on the multiple meanings of the verbs and require some explanation from the teacher.

B Suggested additional exercises (suitable for all units)

- 1 Story based:
 - a) Retelling the story (from the pictures, from verbal prompts given by the teacher, or from memory).
Jigsaw variation: each student writes part of the text on a piece of paper. The pieces are mixed up. The students then try to reconstruct the complete story.
 - b) Dictation (a useful activity when used in moderation).

2 Transfer:

- a)
- Ask me/tell me*
- (teacher to student or student to student), e.g.:

Ask me – to phone you up tomorrow.

– why I hung up.

– if I got through to Peter.

Tell me – not to phone up during office hours.

– why you hung up.

– who you couldn't get through to.

(This type of exercise practises making questions and statements using the correct structure and fluency.)

- b) Giving verbs from vocabulary cues (the teacher gives a cue and the students give the corresponding phrasal verb or verbs), e.g. for the topic 'Clothes':

button – fall off, sew on, button up (do up)*tear* – sew up*shop* – try on, change into

Phrasal verbs are often tied to a limited number of situations and vocabulary items. Students often make mistakes by using the verbs in unsuitable contexts.

- c) Writing your own story (using selected verbs)

- d) Other meanings of the verbs – further meanings not included in the book can be elicited, for example in the following way:

Complete these sentences using the same phrasal verb for each:

She _____ *her face*.*He* _____ *a story* (= *invented a story*).*We* _____ *our minds* (= *decided*).

C Structure practice

The verbs can be drilled using:

- a) affirmative, negative and interrogative sentences
- b) different persons
- c) different tenses
- d) different (typical) vocabulary items

Drills can also be based on the pictures in the stories.

For tables to assist drills; a full grammatical classification and analysis; and structure rules: see the 'Classification of the Verbs by 'Structure'.

Summary of exercise types used in the book

Exercise types	Examples
1 Comprehension questions based on the story	Did the driving instructor tell John to pull over because he wanted to post a letter? (Car and Driving)

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- 2 Correcting sentences Mr Banks slept the correct number of hours.
No, he overslept. (Work and Business)

- 3 Giving equivalents to sentences This steak's not good any more.
The steak's gone off. (House and Home I)

- 4 Completing sentences (i) Steve had to/quickly at Paul's house. (= drop in).
(ii) First, you must ____ the TV (= plug in) (House and Home II)


- 5 Explaining differences between verbs Explain the differences between these verbs:
put out/blow out
give up/cut down
give up/run out of (Smoking)

- 6 Explaining the meanings of verbs What's the meaning of *lie in* (Socializing)

- 7 Putting verbs and expressions into context Think of situations where these expressions would be used:
'Come on Manchester United! be reasonable' (Socializing)

- 8 Giving opposites of verbs What's the opposite of *apply for a job*? (Work and Business)

- 9 Giving verbs with the same meaning Which verbs have the same meaning as *phone up*? (Telephone)

- 10 Matching verbs with diagrams  (= go round)
(Car and Driving)

- 11 Completing tables and forms Fill in this table:

GO AWAY	BE AWAY	COME BACK
June 1st	2 weeks	June 14th
March 13th	3 weeks 5 days	—
Nov 30th	—	Dec 17th

(Travel)

12 Making correct sentences

Last week I took him out.
 you her

(Socializing)

13 Putting sentences into the correct order

- But he didn't know if she was on the phone.
- Charlie wanted to phone up Sally Jenkins.
- So he looked up her name in the telephone directory.

(Telephone)

14 Giving questions for answers

Because he didn't want to get his shirt sleeves dirty.
 (= Why did Mr Watson roll up his shirt sleeves?) (Clothes)

15 Roleplay/dialogue invention

Imagine one of you is the man/woman behind the check-in desk and the other is a passenger. Write a short dialogue. Then act it.

(Travel)

16 Games

'Motor Rally'

17 Structure manipulation

Give the two other forms of these sentences:

He turned up his collar.

They turned up their collars.

Make sentences for *I/you/she/we/you*
 (Clothes)

List of Verbs

1 Clothes

Section 1

Go off (alarm)
Wake up
Get up
Take off
Put on
Do up
Button up
Zip up
Tie up
Wrap up
Turn up
Hang up

Section 2

Fall off
Sew on
Sew up
Hang out
Dry out
Fold up
Put away
Be worn out (clothes)

Section 3

Try on
Keep on
Change into
Go with

Section 4

Roll up
Dress up
Make up
Wear out/be worn out (person)

2 House and Home 1: Cleaning, Shopping, Food and Drink

Section 1

Clean up
Sweep up
Tidy up
Run out (of)
Go off
Clear up

Section 2

Go down
Queue up
Sell out
Go up
Wrap up

Section 3

Eat in
Cut up
Pour out
Heat up
Boil over
Serve out
Fill up
Eat up
Be full up
Drink up
Cool down

Section 4

Wash up
Dry up
Be fed up
Cheer up
Eat out

3 House and Home II: Electrical Equipment

Plug in
Turn on
Turn up
Turn down
Turn over
Leave on
Turn off
Come on
Go off
Switch on
Switch off

4 Car and Driving

Section 1

Get in(to)
Do up
Start up
Drive off

Section 2

Pull up
Slow down
Run out (of)

Section 3

Turn off
Pull in(to)
Get out (of)
Fill up

Section 4

Speed up
Drive straight on
Go through

Section 5

Go round
Turn down
Turn round

Knock down
Run over

Section 6

Pull over
Drive on
Drive into

Section 7

Drive up
Break down

5 Work and Business

Section 1

Work for
Get on
Save up (to)
(for)

Section 2

Sleep through
Get to
Be in
Be out
Be away
Be off

Section 3

Get through
Get down to
Talk over
Wrap up

Section 4

Get on with (work)
Look through
Take down
Make out
Get off
Get back

Section 5

Apply for
Think over
Fill in
Hand in

6 Socializing

Section 1

Ask out
Be on
Get on with (a person)
Pick up

Section 2

Take out
Look forward to
Stay out
Put up
Stay up
Lie in

Section 3

Drop in
Run into
Turn up
Drop off

Section 4

Go out
Stay in
Ask round
Come round
Call for
Go round

Section 5

Meet up
Hurry up
Come on

7 Smoking

Show in
Put out
Give up
Cut down (on)
Take up
Run out (of)
Light up
Blow out
Show ou

8 Telephones

Section 1

Phone up
Be on the phone (= have a telephone)
Look up
Pick up

Section 2

Get through
Hang up
Hold on (= wait)
Put through
Be through
Speak up

Section 3

Be cut off
Phone back
Be on the phone (= be talking on the phone)
Hold on (= stop)
Ring up
Ring back

9 Travel

Section 1

Go away
Come back
Be away

Section 2

Set off
Get to
Check in (airport)
Find out
Be held up

Section 3

See off
Get on
Take off

Section 4

Get off
Pick up
Go through
Call for
Check into (a hotel)

Section 5

Go back
Settle up
Check out
Get back
Welcome back

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1 Clothes

Before you look at the story, look at these pictures and match the names to the clothes.



belt
shirt

pullover
skirt

sleeve
socks

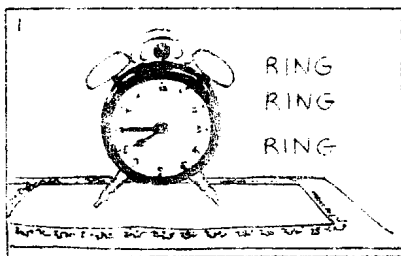
collar
blouse

dress
tie

Section 1 (Pictures 1–9): Mr Watson goes to work

Cover the text and look at pictures 1–6. Then listen to (or read) the story and find the answers to these questions:

- What is the alarm clock doing in picture 1?
- What's the opposite of *go to sleep*? What has Mr Watson just done in picture 2?
- What's the opposite of *go to bed*? What's he doing in picture 3?
- (Pictures 4–6) Find the verbs which fit into the spaces below:
He _____ his pyjamas and _____ his clothes.
He did up his shirt, his trousers and his shoes.
He _____ his shirt, _____ his trousers and _____ shoelaces.



At a quarter to eight on Friday morning Mr Watson's alarm clock went off.



He *woke up* when he heard it.



Then he *got up*.



He *took off* his pyjamas . . .



. . . and *put on* his clothes.