

HURRY UP! It's time for class!

An introduction to phrasal verbs in the classroom.

1. Write the number of the words in the order that you hear or see them.

___ PICK UP	___ TURN ON	___ RUB OUT
___ WRITE DOWN	___ TURN OVER	___ SIT DOWN
___ PUT AWAY	___ PUT UP	___ COVER UP
___ PUT DOWN	___ TURN OFF	__1__ STAND UP

2. Now do the actions the teacher tells you.

3. Put the words above back in the sentences below.

- _____ your pen and then _____ it _____.
- _____ your books.
- _____ the words on the board.
- _____ your pen and _____ some words in your notebook.
- _____ your mobile phone and then _____ it _____.
- _____ your papers and _____ your hand _____.
- Open your book. _____ page 15 with a piece of paper.

4. Work in groups. One person is the teacher. Give instructions to the others. Use the phrasal verbs.

5. Which verb goes with which nouns?

Here is an example:

LOOK UP the word in a dictionary

LOOK UP the answer in your book

_____ the lights the mobile phone the television

_____ the answers the page in your book

_____ your pen your book your dictionary

TIPS FOR UNDERSTANDING PHRASAL VERBS

UP and DOWN

Sometimes you can understand the phrasal verb by looking at the **particle** (the second word). The particles UP and DOWN often relate to a **physically higher** or a **physically lower** position. *Stand up, put up* (your hand), *sit down, pick up* and *put down* are all examples of this kind of phrasal verb. Try the interactive exercise ([link here](#)) to practise phrasal verbs with up and down.

Introducing Phrasal Verbs – Elementary (false beginner)

Lesson Aim: To introduce (or review) 12 phrasal verbs common to the classroom environment. To highlight the correct pronunciation of phrasal verbs.

Level: False Beginners and Elementary

Teaching Approach: TPR (Total Physical Response) is a language teaching method which was first developed by James Asher. With this method students learn the target language by first listening and responding physically to the spoken requests of the teacher. Later, students produce the target language in making requests of their fellow students (giving them commands). This lesson draws partly on this method for its first stages.

This set of phrasal verbs are presented together in the context of the classroom and classroom instructions. Students are also encouraged to learn the phrasal verbs with the nouns they go with. A lesson of this type would be suitable to do at the beginning of a course or as review.

Stage One

There are two possibilities here.

- If you are not sure that students will understand the majority of the phrasal verbs in the box, read the following statements out loud and perform the action. Students have to order the phrasal verbs in which they hear them.
- If you think that many of the phrasal verbs will already be familiar to them, copy the following statements onto individual strips of paper. Give a student one strip of paper and ask him/her to perform the action (but not read it). All the students mark the corresponding phrasal verb on their paper. Continue with different students until you have gone through all the statements.

STATEMENTS

Stand up and then sit down again.

Pick up your pen and then put it down.

Put away your books.

Rub out the words on the board.

Pick up your pen and write down some words in your notebook.

Turn on your mobile phone and then turn it off.

Turn over your papers and put your hand up.

Open your book. Cover up page 15 with a piece of paper.

NOTE: If some of these statements are not suitable for your class (i.e. nobody has a mobile phone, or they don't have books) leave them out or change them.

Stage Two

Check back the answers with the students. Then repeat the instructions in a different order but ask individual students to perform them (e.g. Maria, put away your books. Peter, pick up your pen. Put it down again.) You could add another one in with your instructions: Hurry up! Make sure you write this one on the board and explain its meaning (it is also the title on the worksheet).

When you have practised this sufficiently, ask students to try and complete the gaps in exercise 3. Check answers (the sentences in exercise 3 are the same as the above statements). Drill the pronunciation of the sentences, and highlight that the second part of the phrasal verb often receives more emphasis (sit down, pick up your pen)

Stage Three

Ask students to work in pairs and give each other instructions using the phrasal verbs. Circulate and listen, correcting errors in pronunciation (wrong emphasis).

Stage Four

This exercise focuses on possible phrasal verb and noun combinations. There is more than one possible answer for each.

1. TURN ON or TURN OFF
2. COVER UP or TURN OVER (less likely)
3. PICK UP or PUT DOWN or PUT AWAY

Stage Five (optional extension)

If you are doing this as review for an Elementary level class you could point out the grammar of this group of phrasal verbs. With the exception of *sit down* and *stand up*, all the phrasal verbs in this lesson have the following characteristics:

1. They take an object (rub out *the words*, turn on *the TV*)
2. The object can go between the verb and the particle or after the particle (*put your hand up* or *put up your hand*)
3. If you use a pronoun (e.g. *it*) then it can only go between the verb and the particle (*turn it off* – not *turn off it*)

Stand up and *Sit down* are phrasal verbs that don't take an object and are therefore never separated.

Stage Six (optional clarification and online practise)

The yellow box at the end of the lesson contains tips about phrasal verbs as well as explores the meaning of the particle. This month it focuses on the particle UP and DOWN. If your students have access to the Internet, they can do the online exercises to practise the phrasal verbs from this lesson.