

## Phrasal verbs by Leanne Bartlett

<b>Age:</b>	Teenagers / Adults
<b>Level:</b>	Intermediate–upper intermediate
<b>Time:</b>	60 minutes
<b>Objectives:</b>	To learn and practise using seven phrasal verbs ( <i>head back (to)</i> , <i>set off (for)</i> , <i>end up</i> , <i>bump into</i> , <i>come up with</i> , <i>drop off</i> , <i>rip off</i> ); to practise telling an anecdote using phrasal verbs
<b>Key skills:</b>	Listening, speaking
<b>Materials:</b>	One copy of the worksheet per student

### Procedure

1. Ask students, *What things can go wrong on a holiday?* and write their ideas on the board. Examples include: *missing your train*, *losing your luggage* or *your bag could be stolen*. Students discuss if these things have happened to them or anyone they know.
2. Read out the travel anecdote from the worksheet, then get students to tell their partner what they remember of it.
3. Hand out the worksheets. Students read the anecdote. Point out that the phrasal verbs are in bold. They should try to work out their meaning from context. Don't offer any feedback at this point.
4. Students match the phrasal verbs with their definitions. Go through the answers.  
**Key:** 1. c; 2. g; 3. e; 4. b; 5. a; 6. d; 7. f
5. Tell students you will now focus on pronunciation. Model the correct pronunciation of the phrasal verbs by reading out the sentences in activity 3. Students should make sure they pronounce the phrasal verbs smoothly linking any consonant and vowel sounds. Drill the pronunciation as a class and individually.

6. Students work alone to discover the rules in activity 4, using the text as context. Check their answers, and respond to any doubts or questions the students have.

**Key:** 1. *-ing*; 2. *drop off*; *rip off*; 3. *correct sentences: a, b, c*; 4. *true*; 5. *rip off*; 6. *yes (No object is needed.)*; 7. *yes (No object is needed.)*

7. Have students work in pairs to reformulate the sentences in activity 5 using the phrasal verbs. Confirm the answers for them.

**Key:** 1. *I decided to **head back** home.*; 2. *I **set off** for the airport.*; 3. *We **ended up** walking home.*; 4. *I **bumped into** your mum at the supermarket.*; 5. *We **came up with** a way to save some money.*; 6. *I **ended up** in a great tapas bar.*; 7. *My sister **dropped me off** at the bus station.*; 8. *I **was ripped off** for the terrible meal.*

8. Still working in their pairs, the students try to retell the anecdote, using the picture cues. You can give them phrasal verb cues too, if needed. Monitor as they retell the anecdote, and make a note of any errors.
9. Write any mistakes students made on the board, and work together to upgrade, reformulate and correct them.
10. Students think about an incident that happened to them or someone they know. They change partners and tell each other their anecdotes. They should use some of the phrasal verbs from the story or any other phrasal verbs they know. Monitor the pairs, and make a note of any errors or good use of language.
11. Ask for more details on any anecdotes you found interesting as you were monitoring. Write any mistakes students made on the board, and work together to upgrade, reformulate and correct it. Write up any good use of language you overheard.
12. Students now change partners and try to retell their partner's anecdote.

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13. Write the following question on the board: *What can you do when you find a new phrasal verb?* Elicit the following:

- Try and work it out from context.
- Look it up in a dictionary.
- Write your own example sentences.
- Check with a teacher.
- Notice when you see it again.

14. If possible, show a screenshot from a dictionary entry (for example [macmillandictionary.com](http://macmillandictionary.com)) for one of the phrasal verbs to the class. Draw attention to the following features in the entry:

- transitive/intransitive
- formal/informal/neutral
- example sentences
- synonyms
- pronunciation

15. Give each pair one of the phrasal verbs from the lesson. They must think of an example sentence that is not related to travel, for example work, study or free time. They then share their sentence with the class.

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1. Read the anecdote below. The phrasal verbs are in bold. Use the context to work out what each phrasal verb means.

This happened to me about 14 years ago when I was interrailing.

I was in Istanbul, and I decided to **head back** to Greece as I wanted to visit some more of the Greek islands. I **set off** for the train station with plenty of time, but it was rush hour, and I **ended up** getting to the station just as the train was leaving. I knew there was no chance of catching another train as there was only one per day. Just as I was about to leave the train station, I **bumped into** an American couple who I knew from my hostel. They had also missed the train, but we **came up with** a plan. Maybe we could get a taxi to the next station and take the train from there.

We negotiated a fair price with a taxi driver (about 10 euros). He drove dangerously fast and **dropped us off** at the station before the train arrived. We were so pleased until he asked us for 30 euros because, according to him, we had agreed to pay 10 euros each. We didn't have time to argue because we could see the train arriving, and we paid him. So the taxi driver **ripped us off**, but we caught the train, and it was a bit of an adventure.

2. Match the phrasal verbs to their definitions.

- |                   |   |
|-------------------|---|
| 1. head back (to) | a. think of an idea or a plan                             |
| 2. set off (for)  | b. meet someone unexpectedly                              |
| 3. end up         | c. return to a particular place                           |
| 4. bump into      | d. take somebody or something to a place                  |
| 5. come up with   | e. find yourself in an unexpected place or situation      |
| 6. drop off       | f. cheat someone by charging too much money               |
| 7. rip off        | g. start going in a particular direction; start a journey |

3. Practise saying the phrasal verbs from the text.

- I decided to **head back** to Greece. I **headed back** quickly.
- I **set off** for the train station. I **set off** early.
- I **ended up** getting to the station just as the train was leaving. We **ended up** in a lovely restaurant
- I **bumped into** an American couple. She might **bump into** an old friend from school.
- We **came up with** a plan. I **came up** with a few suggestions.
- He **dropped us off** at the station. I **dropped off** my luggage.
- The taxi driver **ripped us off**. We were **ripped off**.

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### 4. Look back at the text and answer these questions.

1. What verb form follows *end up*?
2. Which two phrasal verbs are separated?
3. Tick ✓ if you think the sentence is correct.
  - a. I dropped my friend off at the airport.
  - b. I dropped off my friend at the airport.
  - c. I dropped her off at the airport.
  - d. I dropped off her at the airport.
4. True or false? If the phrasal verb is separable, you always put the pronoun between the verb and particle.
5. Which verb is often used in the passive?
6. Is this correct? *I packed my bags and set off.*
7. Is this correct? *I'm really tired – let's head back.*

### 5. Reformulate the following sentences using the phrasal verbs.

1. I decided to **return** home.
2. I **left and went to** the airport.
3. We wanted to take a taxi, but we walked.
4. I **saw** your mum **unexpectedly** at the supermarket.
5. We **thought of** a way to save some money.
6. I **found** a great tapas bar **by accident**.
7. My sister **drove** me and **left** me at the bus station.
8. I **paid too much** for the terrible meal.

