

31-35

Phrasal verbs

_____ a successful conference
 _____ a visitor
 _____ employees
 _____ a new market
 _____ someone's address
 _____ a company
 _____ a difficult decision
 _____ time and money
 _____ a difficult period

find out go through look up take on lay off break into run out of
look after set up put off look forward to take over



<p>Yes it's a very competitive market.</p> <p>Was it difficult to break into the Japanese market?</p>	<p>Yes, thirty people lost their jobs.</p> <p>Did the company lay off any staff?</p>	<p>Yes, it's going to be an interesting trip.</p> <p>Are you looking forward to your visit to the Far East?</p>
<p>Yes, I must order some more from the printers.</p> <p>Have we run out of brochures?</p>	<p>Yes, they told me it leaves at 2 o'clock.</p> <p>Did you find out what time the train leaves?</p>	<p>Yes, but she wasn't in the phone book.</p> <p>Did you look up her phone number?</p>
<p>Yes, we are owned by Needmans now.</p> <p>Has your company been taken over?</p>	<p>Yes, everyone was very kind and helpful.</p> <p>Did they look after you well?</p>	<p>Yes, but things are much easier now.</p> <p>Did you go through a difficult period?</p>
<p>Yes, she's going to start work next week.</p> <p>Have you taken on a new assistant?</p>	<p>Well, OK but I really must see you before the end of the week.</p> <p>Can we put off our meeting today?</p>	<p>Yes, she was tired of working for other people.</p> <p>Has she set up her own company?</p>

Phrasal verbs

Worksheet Progress check

31-35

ACTIVITY

Pairwork or groupwork: speaking

NB: The game can be played as a card game for two or more players (see below for instructions).

AIM

To be familiar with the meaning and use of some phrasal verbs commonly used in business.

GRAMMAR AND FUNCTIONS

Revision of Yes/No questions

Mixed tenses

VOCABULARY

Phrasal verbs: *look forward to, look after, take on/lay off, break into, find out/look up, take over/set up, put off, run out of, go through*

PREPARATION

Make one copy of the top half of the worksheet for each student. Make one copy of the bottom half (the cards) for each group of three to four students.

TIME

30 minutes

PROCEDURE

- 1 Introduce the idea of phrasal verbs by writing the phrases below on the board and eliciting the phrasal verb equivalents in brackets.
continue talking (go on)
stop smoking (give up)
calculate prices (work out)
- 2 Give a copy of the top half of the worksheet to each student and ask them to look at the phrasal verbs in the box.

HOW TO PLAY

The aim is to 'cross off' all the phrasal verbs in the box on the worksheet.

- 1 First, students look at the cards in their hand. They cross off the list on the worksheet any phrasal verbs that also appear on their cards.
- 2 Students then take it in turns to read the **answer** at the top of each of their cards.
- 3 The other students must then form a **question** (using one of the phrasal verbs on the list) that would elicit the answer that has just been read to them.
For example:

Student 1: Yes, it's a very *competitive* market.Student 2: Was it difficult to **break into** the Japanese market?

- 3 Ask students to work in pairs to match the phrasal verbs in the box to the words or phrases above. Tell them that some phrasal verbs can go with more than one word or phrase.
 - 4 Go through the answers with the whole class.
- Answers**
look forward to a successful conference
look after a visitor
take on/lay off employees
break into a new market
look up/find out someone's address
take over/set up a company
put off a difficult decision
run out of time and money
go through a difficult period
- 5 Ask the students to work in small groups. Distribute one set of cards evenly between the players in each group.
 - 6 Give students a copy of the instructions 'How to play', or put them on an OHP. Go through the rules and check they understand.
 - 7 The students are now ready to play the game.

FOLLOW-UP

Ask the students to write illustrative sentences of their own using the phrasal verbs in the box.

PAIRWORK OPTION

Alternative game for pairs of students:

- 1 Each pair needs a complete set of cards.
- 2 Each pair puts all the cards face down in a pile.
- 3 In turns, each student takes a card and (without showing the card) reads the answer to the other player to elicit the question (as in 2 and 3 below).
- 4 A correct question means that the player keeps the card; otherwise it is returned to the bottom of the pile.
- 5 The winner is the player with the most cards at the end of the game.