

## Getting the hang of *get*, *go* and *take*

**Level:** Intermediate

**Age:** Teenagers

**Time needed:** 25 minutes

**Lesson aim:**

To help students increase their understanding and use of a selection of expressions with *get*, *go*, and *take*.

**Skills:** Study skills, speaking

**Materials needed:** Worksheet, Macmillan online dictionary

### Warmer

Ask students to guess how many words there are in the English language and write up their ideas. Give students a copy of the worksheet and see how many were surprised by the actual number. Explain that you will look at some expressions using the three of the most commonly used English verbs: *get*, *go*, and *take*.

### Activity 1

Ask students to complete the expressions with the verbs *get*, *go* or *take*. Encourage them to use the Macmillan online dictionary to check their answers.

Go through the answers as a class and then discuss the meanings of the expressions.

**Key:**

- a. *take* advantage of something: to use a situation or opportunity to get what you want
- b. *go* without something: to live without something that you need or would like to have
- c. *take* someone for granted: to expect someone to always be there and do things for you even when you do not show that you are grateful
- d. *go* on a diet: to start doing a particular activity or being in a particular state e.g. a diet
- e. *get* rid of something: to throw away, give away, or sell a possession that you no longer want or need

- f. *take* it in turns: if people take turns or take it in turns to do something, each of them does their share of it, one after the other
- g. *get* your own back: to do something bad to someone because they did something bad to you
- h. play hard to *get*: to pretend not to be interested in someone who you think is sexually attractive in order to make them more interested in you
- i. *get* a move on: used for telling someone to hurry

### Activity 2

Ask the students to complete the sentences with an expression from activity 1 then check the answers as a class.

**Key:**

- |                       |                         |
|-----------------------|-------------------------|
| a go on a diet        | e go without            |
| b get a move on       | f get his own back      |
| c took it in turns    | g takes ... for granted |
| d playing hard to get | h get rid of            |

### Activity 3a

Ask the students to match the expressions in A with their definitions in B. Encourage them to guess if they are not certain, and then check their answers in the Macmillan online dictionary before going through the answers as a class.

**Key:**

- 1 g 2 i 3 d 4 c 5 f 6 h 7 a 8 e 9 b

### Activity 3b

Ask the students to consider the meaning of the expressions and decide whether the actions have positive or negative consequences. Ask them to use the Macmillan online dictionary to check which expressions are positive and which are negative.

**Key:**

- ⊕ 1, 2, 3, 7, 8 ⊖ 4, 5, 6, 9

# VOCABULARY BUILDERS

## Activity 4

Ask the students to complete the sentences using an expression from activity 3 then check the answers together as a class.

### Key:

- |                                  |                                |
|----------------------------------|--------------------------------|
| <b>a</b> get them off your chest | <b>e</b> get the hang of it    |
| <b>b</b> go pear-shaped          | <b>f</b> take effect           |
| <b>c</b> go on about             | <b>g</b> take ... personally   |
| <b>d</b> went bankrupt           | <b>h</b> get your act together |

Before going on to activity 5, recap on the vocabulary in activities 1 to 4 by asking questions such as:

- What's another way of saying 'go wrong'? (*go pear-shaped*)
- What's another way of saying 'hurry up'? (*get a move on*)
- What's another way of saying 'talk about something for a long time in a boring way'? (*go on about something*)

Elicit the answers to a few of these questions as a class and then ask the students to test each other in pairs by asking similar questions.

## Activity 5

Explain that in this activity, some of the new language is practised and remind students that putting new language into practice is essential for recall later. Ask them to form pairs to ask and answer the questions. Encourage them to use the new words and to develop the conversations as much as possible.

### Follow-up activities

Ask students to look out for and keep a written record of other expressions containing the verbs *go*, *get* and *take*.

Get students to choose some of the new expressions and write sentences, draw pictures or take photos illustrating their meaning.