





Introduction to Phrasal Verbs: Part 2

The Basics

At a Glance

-  45 - 60 minutes
-  **A2**, A1+, revision for B1
-  intransitive, separable, and inseparable phrasal verbs

Preparation

-  0-5 minutes
- Print one worksheet for each student.
- You may want to print the Teacher's Insights to have the answers at hand.

Exercise Summary

- Kickoff:** Questions using the phrasal verbs from Part 1 of this class
- Reading I:** Understand the concepts of transitive and intransitive phrasal verbs
- Reading:** Understand the concepts of separable and inseparable phrasal verbs
- Controlled Practice I:** Identify phrasal verbs as intransitive, separable, or inseparable
- Speaking II:** Rewrite sentences using pronouns
- Vocabulary Booster:** Learn 3 new phrasal verbs
- Speaking III:** Answer questions using new vocab

Kickoff: Read and answer the questions.

① In this activity, students review some of the phrasal verbs they learnt in Part 1 of this class. There are examples of the three types of phrasal verbs that they will see in Part 2: intransitive, as well as separable and inseparable (both of which are transitive). The exercise is designed to relate the phrasal verbs to their own lives.

1. How do you normally wake up?

I wake up naturally.	My alarm wakes me up.	Something else wakes me up.
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2. After you wake up, do you wake anyone else up?

I wake my kids up.	I wake my brother/sister up.	I don't wake anyone up.
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3. When you arrive at school or at the office, what things do you do?

I turn the lights on.	I turn the computer on.	I don't turn anything on.
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4. When you get home from school or work, what do you take off first?

I take my shoes off first.	I take my jacket off first.	I take something else off first.
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5. What is your favourite moment of the day?

Waking up (in the morning)	Sitting down (after school/work)	Hanging out (with friends)
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6. On top of yourself and other people, what do you look after?

I look after the garden.	I look after my pet / pets.	I look after my car / bicycle, etc.
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Reading Part 1: Read the text and answer the questions.

① This reading activity helps students to understand the concept of transitive and intransitive phrasal verbs. Go through the comprehension questions below and give further examples if your students need them.

In our last class, we learnt about phrasal verbs. Today, we will learn that phrasal verbs can be transitive or intransitive, and that transitive phrasal verbs can be separable and inseparable.

An intransitive phrasal verb doesn't need an object. One example is "eat out". So, if someone asks you what you would like to do for lunch, you can answer, "I'd like to eat out". There is no need for an object.

eat out = intransitive (no direct object)

On the other hand, some phrasal verbs are transitive. This means that they need an object to make sense. This is the case with "turn on". So, a correct sentence example is, "Can you turn the light on?"

turn something on = transitive (needs a direct object, e.g. "turn the light on")

Many phrasal verbs can be both transitive and intransitive. An example of this is "wake up". When used as an intransitive verb, you can say "I woke up at 7am". However, when used as a transitive verb, you can say "I woke the baby up at 8am" which means you caused the baby to wake up at 8am.

wake (someone) up = can be intransitive (no direct object) and transitive (with a direct object)

1. What does it mean for a phrasal verb to be intransitive?
= It means that the phrasal verb doesn't need an object to make sense grammatically.
2. What does it mean for a phrasal verb to be transitive?
= It means that the phrasal verb needs an object to make sense grammatically.
3. Can a verb be both transitive and intransitive? Give an example.
= Yes, a verb can be both transitive and intransitive. An example is "wake up".

Reading Part 2: Read the text and answer the questions.

① This reading activity helps students to understand the concept of separable and inseparable phrasal verbs. Go through the comprehension questions below and give further examples if your students need them.

Transitive phrasal verbs can be inseparable. This means that the verb and the particle do not separate. "Look after" is an example of this. When you are speaking or writing English, you never separate "look" and "after". So, the sentence "Sam is looking after my dog" is correct.

look after someone = inseparable phrasal verb

Transitive phrasal verbs can also be separable. In this case, the object can either go between the verb and the particle, or after the particle. This is the case with "turn off".

turn the light off = turn off the light (the object can go in the middle or at the end)

However, when the object is replaced with a pronoun (me, it, him, her, etc.), the pronoun must go between the verb and the particle. So, if we replace "the light" with "it" in the previous example, we must say "turn it off" and never "turn off it".

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turn the light off → turn it off ✓ (but never “turn off it” ✗)

4. What is the difference between a separable and an inseparable phrasal verb?
= The difference is that the object can either go between the verb and the particle or after the particle in a separable phrasal verb, whereas the verb and the particle do not separate in an inseparable phrasal verb.
5. Can you give an example of a separable phrasal verb?
= One example is “take off”.
6. Where must the pronoun go in a sentence with a separable phrasal verb?
= The pronoun must go between the verb and the particle in a separable phrasal verb.

Controlled Practice I: Identify whether the phrasal verbs are intransitive, separable, or inseparable.

① Here, students will easily see which phrasal verbs are intransitive (with no object), separable (with an object in the middle), and inseparable (with an object after the particle). Although separable phrasal verbs can also have the object after the particle, they are not written this way as it is designed to be a simple exercise.

	intransitive	separable	inseparable
1. Please, <u>take</u> your shoes <u>off</u> .		✓	
2. What time did you <u>wake up</u> ?	✓		
3. Don't <u>wake</u> the baby <u>up</u> !		✓	
4. Can you <u>look after</u> my dog?			✓
5. Let's <u>turn</u> the TV <u>on</u> !		✓	
6. Do you want to <u>eat out</u> ?	✓		
7. What time do you want to <u>hang out</u> ?	✓		
8. <u>Turn</u> your computer <u>off</u> .		✓	
9. Please, <u>sit down</u> !	✓		
10. I lost my phone. I need to <u>look for</u> it.			✓
11. We promise to <u>look into</u> the problem.			✓
12. <u>Turn</u> the music <u>up</u> ! I love this song.		✓	

New phrasal verbs in this section:

- look for: try to find someone or something
- look into: investigate
- turn up: increase the volume, brightness

Controlled Practice II: Rewrite the sentences using pronouns.

① This activity is designed to be a little more difficult than the last, making students think about what pronoun is required and where it must go in the sentence. Students must be especially careful with questions 8 and 12, where the separable phrasal verbs are written with the object after the particle, but the pronoun must go between the verb and the particle.

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Replace the objects with "him", "her", "it", and "them". If there is no object, just put a tick (✓).

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|---|-------------------------------------|
| 1. "She hung her jacket up". | → She hung it up. |
| 2. "Please turn the radio off". | → Please turn it off. |
| 3. "They love to hang out at the park". | → ✓ |
| 4. "Can you wake David up at 7am?" | → Can you wake him up at 7am? |
| 5. "What time does he normally wake up?" | → ✓ |
| 6. "I need to look for my keys". | → I need to look for them. |
| 7. "Let's eat out tonight". | → ✓ |
| 8. "Please, turn down the music". | → Please, turn it down. |
| 9. "Please, sit down on the sofa. | → ✓ |
| 10. "I must look after my brother's cat". | → I must look after it / him / her. |
| 11. "We need to look into this issue". | → We need to look into it. |
| 12. "Can you turn on the heater?" | → Can you turn it on? |

Vocabulary Booster:

Read the sentences.

Then, match the phrasal verbs with their definitions.

① This activity introduces three new phrasal verbs to use in the final speaking activity.

1. Sam always brings his famous cousin up in conversation.
2. Let me pay for dinner tonight.
3. Origami is too difficult. I give up!

bring up	•	•	stop trying; stop doing something difficult (intransitive)
pay for	•	•	give money for a product or service, etc. (inseparable)
give up	•	•	mention in conversation (separable)

Speaking:

Ask and answer the questions.

① This activity is designed for students to practise using the phrasal verbs they have learnt correctly. Give direct feedback on any mistakes related to the phrasal verbs, but give delayed feedback (or allow) other mistakes that students are likely to make at this level.

1. Do you spend a lot of time looking for things you can't find?
2. What hobby or activity would you like to look into?
3. What song always makes you turn up the volume?
4. What subject do you like to bring up in conversation with your friends?
5. Do you normally give up when things are difficult?
6. What things do you pay for in your family?