

Idioms in English Phrasal Verbs

Step-by-step Lesson Plans

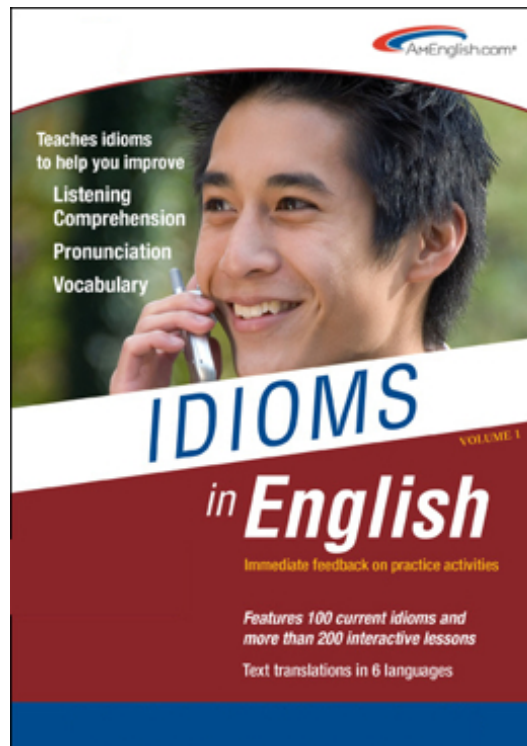


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Introduction:

Background

Phrasal verbs like “map something out” and “slip up” are used frequently in conversations, email, presentations, and media in English. When students don’t understand the phrasal verbs, they can feel left out of the conversation or presentation since the phrasal verb is often the point of the sentence.

Focus

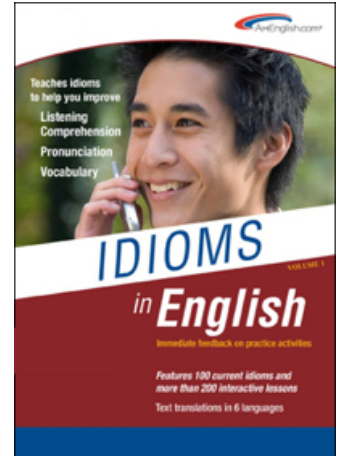
Our approach to teaching phrasal verbs also helps improve listening comprehension and pronunciation in English. We demonstrate how the concepts we teach in the *Pronunciation in English* program apply to phrasal verbs. The pronunciation notes on every phrasal verb page demonstrate how stress, intonation, and rhythm (with linking) apply to each phrasal verb. *Idioms in English – Phrasal Verbs* reinforces the concepts presented in the pronunciation program in a new context.

Grammar

The grammar in the phrasal verbs programs is implicit rather than explicit. So, when you get to a dictation page, there is usually a variation that will show a different construction. For example, the first sentence in the dictation for “bring something back” uses “brought.” (“When he smelled the spice, it **brought** back old memories.”) The second sentence uses “bring.” (“I hope they don’t **bring** back that style.”)

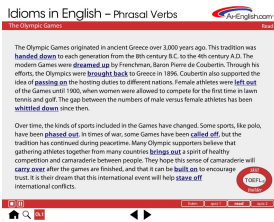
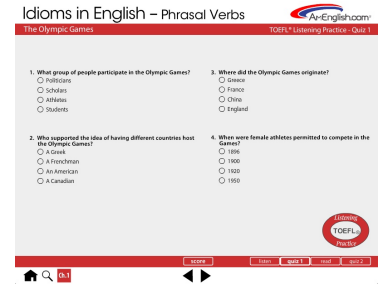
Appealing to multiple learning styles

Clicking on the focus word to make it turn red and show up in a larger font is a great way to remind you that the focus word is number one in terms of emphasis. If you are a visual learner, the larger font and the red is the best way to reinforce this concept. If you are a kinesthetic or tactile learner, you learn best by experiencing or doing something. Clicking on the correct word will be a better way to reinforce this concept for you. We try to **cover all the bases**. If you are an aural learner, then hearing the sentence when you



Quiz 1

The audio for each story/dialogue is followed by a quiz with listening comprehension questions about the main idea, the speaker's attitude, and supporting details. There is automatic scoring for this practice (this is similar to the listening comprehension practices for the TOEFL® and the TOEIC® tests).

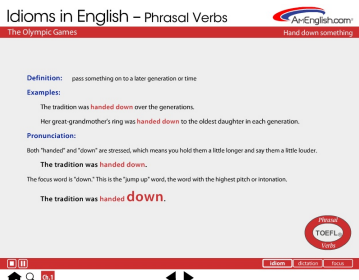
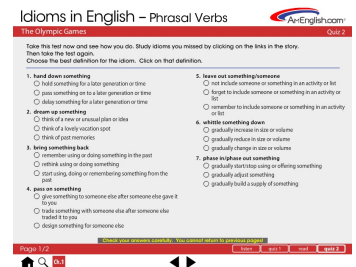


Story/Dialogue: Read

Students see the text and can listen to the audio again for the story or dialog, which uses the phrasal verbs in context.

Quiz 2

The text for each story/dialogue is followed by a quiz on the definitions for each phrasal verb. There is automatic scoring for this practice.



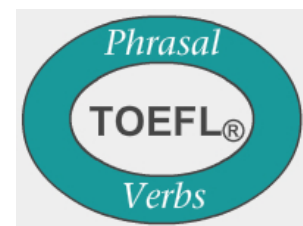
Individual Phrasal verbs

Individual phrasal verb screens show:

- Phrasal verb definition (with a translation option)
- Two example sentences using the phrasal verb
- Pronunciation notes for each phrasal verb

Phrasal Verbs

This volume of *Idioms in English* focuses exclusively on phrasal verbs because they are so common in English. Having both audio and text for the phrasal verbs in these programs will help students improve both their listening comprehension and spoken English for the TOEFL® test, which includes phrasal verbs.



Dictation practice/Focus word practice

Every phrasal verb page is followed by a scored dictation practice and a focus word exercise, both of which help build listening comprehension.

Chapter review

At the end of every chapter is a scored dictation for the story/dialogue.

Final Review

The Final Review has multiple rotating versions. Students' final review scores can be compared to their pre-test scores to track their progress. Scores are available in the User Management System.

The final review features 4 different question types:

- (1) Word scramble – checks grammar/syntax
- (2) Dictation – checks listening comprehension
- (3) Fill-in the blank – checks reading comprehension
- (4) Multiple-choice – checks reading comprehension

Each final has 100 items with 25 from each category, rotating randomly to cover all 100 phrasal verbs (there are 500 total question items).

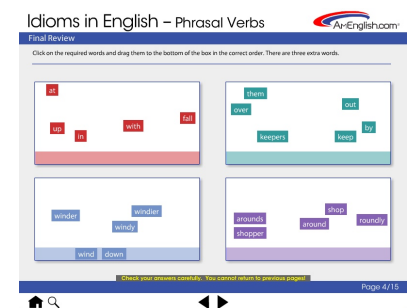
It is a lot of fun to spot phrasal verbs in everyday conversations, in online media, and movies. Learning about phrasal verbs in English helps students become more fluent in the language as it used every day by native speakers.

Target Audience

This program was designed for students at the intermediate through advanced level.

Formats

The material is available online.



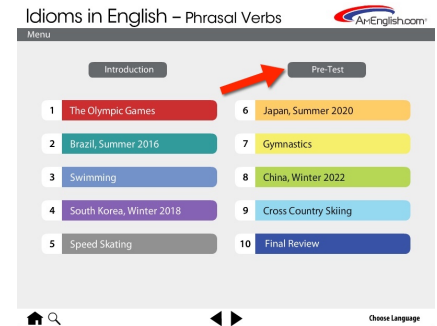
Customers

This program is used at schools like DeAnza College, Foothill College, Iowa State University and the Intensive English Program at the University of South Carolina.

Lesson One: In the Lab

Pre-Test

Have students take the pre-test, so that there is a score to compare to the final review at the end of the program. Lower the affective filter by telling students that if they get a perfect score, they don't need to be in the class.

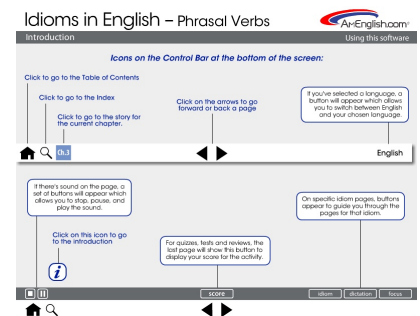


Notes for Teachers:

- This will give students a baseline and an awareness of their shortcomings.
- It will also intensify students' focus on the material in the programs.
- Teachers can compare scores on the Pre-test with the Final Review to measure improvement.

User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation. Make sure students know how to use the “Choose your language” button at the Table of Contents screen.



Show students the “Using this Software” section in the Introduction. Take some time to show students how to control the audio, so they can start and stop in the middle of a story/dialogue and pick up where they left off.

Overview

1. Show the table of contents with 9 stories/dialogues & Final Review
2. Click on the magnifying glass at the bottom left of the screen to show them the alphabetical list of phrasal verbs in this volume.
3. Show the first picture in **Chapter 1 – The Olympic Games**
4. Let students listen to the dialogue and then go to the TOEFL® Listening Practice. Highlight the navigation at the bottom right of the screen.

5. Next, take students to the “read” section where they can listen to the audio again and see the text. Show them “Quiz 2.”
6. Finally, show them one of the phrasal verb screens from the first chapter. Highlight the buttons at the bottom right of the screen for “dictation” & “focus word” practice.
7. Finally, take students back to the alphabetical index to show them the reviews for each chapter (see box at lower right of the screen).

On your own in the lab/Homework

Review all of Chapter One: ***The Olympic Games***

Complete all of the quizzes and practices in this chapter.

Lesson Two: *The Olympic Games*

In the classroom: Warm-up

Define the word “phrasal verb” and elicit examples from the class.



A phrasal verb is considered idiomatic as it has a special meaning of its own that is not always clear from the meanings of the individual words.

Note: This program focuses exclusively on phrasal verbs

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter one (with no audio) or put the title of the chapter on the board: ***The Olympic Games***

Chapter Quiz Review

Roll over chapter one to see the Table of Contents for chapter one. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud the idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students mispronounce a vowel sound, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. Take a moment to write the

past tense next to the phrasal verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: stress in phrasal verbs

In most phrasal verbs, the stress falls on the particle.* In this way, phrasal verbs are different from other verb + preposition combinations like “approve of something” where the stress falls on the verb, “approve.”

*The last word in a phrasal verb is often called a particle.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

Talk about the development of a

new product

Characters: entrepreneur and employee

**Talk about the development of a
new technology**

Characters: inventor and investor

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

Review all of Chapter Two: ***Brazil, Summer 2016***

Complete all of the quizzes and practices in this chapter.

Lesson Three: *Brazil, Summer 2016*

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter two (with no audio) or put the title of the chapter on the board: ***Brazil, Summer 2016***



Ask students:

What language do they speak in Brazil?
Where is Brazil located?
If you could visit Brazil, where would you like to go?

Chapter Quiz Review

Roll over chapter two to see the Table of Contents for chapter two. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “stop in.” Project the individual phrasal verb page for “stop in” on the board or just write the pronunciation sentence on the board:

We plan to stop-in and visit her.

Note that “p” in “stop” gets linked with the “i” in “in.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

We plan to stop-in and visit her.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

Two sports fans are traveling to another city to see their team in the playoffs.

Characters: 2 fans

Two tourists are planning to watch their favorite sport in another country.

Characters: Two tourists

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Three: ***Swimming***

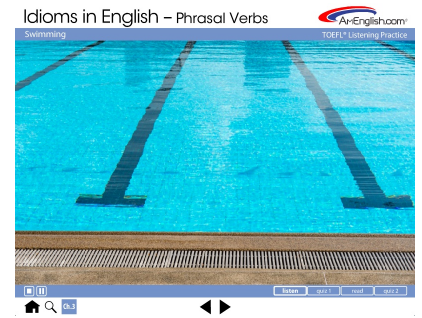
Complete all of the quizzes and practices in this chapter.

Lesson Four: *Swimming*

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter three (with no audio) or put the title of the chapter on the board: **Swimming**



Ask students:

Do you enjoy swimming?
Where is your favorite place to go swimming?
How you every watched any swimming competitions?

Chapter Quiz Review

Roll over chapter three to see the Table of Contents for chapter three. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “measure up.” Project the individual phrasal verb page for “measure up” on the board or just write the pronunciation sentence on the board:

She is not sure how her work will measure-up.

Note that “s” in “measure” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

She is not sure how her work will measure-up.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

You and a teammate are working out together and taking turns timing each other to prepare for a big race.

Characters: 2 runners

Two swimmers are working with their coach to get their times down to qualify for the finals.

Characters: a coach and 2 swimmers

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Four: ***South Korea, Winter 2018***

Complete all of the quizzes and practices in this chapter.

Lesson Five: *South Korea, Winter 2018*

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter four (with no audio) or put the title of the chapter on the board: ***South Korea, Winter 2018***



Ask students:

Have you ever been to South Korea?
What is South Korea's closest neighbor to the west?
What is South Korea's closest neighbor to the east?

Chapter Quiz Review

Roll over chapter four to see the Table of Contents for chapter four. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in “hemmed in.” Project the individual phrasal verb page for “hemmed in” on the board or just write the pronunciation sentence on the board:

The city was *hemmed-in*
by mountains.

Note that “d” in “hemmed” gets linked with the “i” in “in.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

The city was *hemmed-in*
by mountains.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

Two event planners are talking about an upcoming event.

Characters: 2 event planners

Two news broadcasters are talking about an event that is being put on by a big city.

Characters: two news broadcasters

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Five: ***Speed Skating***

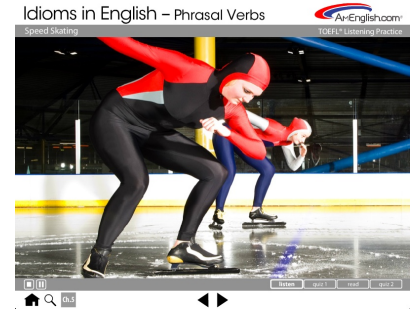
Complete all of the quizzes and practices in this chapter.

Lesson Six: *Speed Skating*

In the Classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter five (with no audio) or put the title of the chapter on the board: ***Speed Skating***



Ask students:

Have you ever gone skating?
Have you ever gone roller blading?
Have you ever gone ice skating?

Chapter Quiz Review

Roll over chapter five to see the Table of Contents for chapter five. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “step up.” Project the individual phrasal verb page for “step up” on the board or just write the pronunciation sentence on the board:

When I needed help, she stepped-up.

Note that “d” in “stepped” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

When I needed help, she stepped-up.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs* of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

Two members of a track relay team are talking about strategy for an upcoming race.

Characters: 2 members of a relay team

Two reporters are talking about a relay race for a championship.

Characters: 2 reporters

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Six: *Japan, Summer 2020*

- Complete all of the quizzes and practices in this chapter.

Lesson Seven: *Japan, Summer 2020*

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter six (with no audio) or put the title of the chapter on the board: ***Japan, Summer 2020***



Ask students:

What do you know about Japan?
What sports are popular in Japan?
What do you think is the most popular sport in Japan?

Chapter Quiz Review

Roll over chapter six to see the Table of Contents for chapter six. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “scale up.” Project the individual phrasal verb page for “scale up” on the board or just write the pronunciation sentence on the board:

The town council
agreed on a plan to
scale-up for growth.

Note that “l” in “scale” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

The town council
agreed on a plan to
scale-up for growth.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

You and a friend are planning a visit to San Francisco and you are deciding what you want to see and do.

Characters: 2 friends

Recommend some good places to visit and things to do in your city for a tourist.

Characters: resident and tourist

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Seven: **Gymnastics**

Complete all of the quizzes and practices in this chapter.

Lesson Eight: *Gymnastics*

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter seven (with no audio) or put the title of the chapter on the board: ***Gymnastics***



Ask students:

Have you ever used parallel bars?
Have you ever been on a trampoline?
What event do you like the most in gymnastics?

Chapter Quiz Review

Roll over chapter seven to see the Table of Contents for chapter seven. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “size up something.” Project the individual phrasal verb page for “size up something” on the board or just write the pronunciation sentence on the board:

He *sized-up* the situation quickly.

Note that “d” in “sized” gets linked with the “u” in “up.” This is a common pattern in English. When one word ends with a consonant sound and the next word begins with a vowel sound in the same phrase, they are linked together so they sound like one word.

Model the linking or play the sound file in the program and have the class repeat it:

He *sized-up* the situation quickly.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

A coach is giving a gymnast on the school team some advice before a competition.

Characters: coach & gymnast

Two newscasters are describing a gymnastics competition.

Characters: 2 newscasters

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Eight: ***China, Winter 2022***

Complete all of the quizzes and practices in this chapter.

Lesson Nine: *China, Winter 2022*

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter eight (with no audio) or put the title of the chapter on the board: ***China, Winter 2022***



Ask students:

What are some famous places in China?
What city would you like to visit in China?
What is the weather like in China?

Chapter Quiz Review

Roll over chapter eight to see the Table of Contents for chapter eight. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “top off something” Project the individual phrasal verb page for “top off something” on the board or just write the pronunciation sentence on the board:

She topped-off her birthday
celebration with dancing.

Model the linking or play the sound file in the program and have the class repeat it:

She topped-off her birthday
celebration with dancing.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 4-5 phrasal verbs from the story. Here are a couple of scenarios:

Two city planners are talking about how to design a model city.

Characters: 2 city planner

Two friends are planning a birthday party for another friend.

Characters: 2 friends

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review all of Chapter Nine: ***Cross Country Skiing***

Complete all of the quizzes and practices in this chapter.

Lesson Ten: Cross Country Skiing

In the classroom: Warm-up

This can be a whole class exercise with teachers facilitating the discussion, or people can work in small groups or with partners to answer the questions.

Show the picture for chapter nine (with no audio) or put the title of the chapter on the board: **Cross Country Skiing**



Ask students:

Have you ever gone skiing?
Which type of skiing do you prefer, downhill or cross country?
Have you ever participated in a race?

Chapter Quiz Review

Roll over chapter nine to see the Table of Contents for chapter nine. Click on Quiz 2. Use this quiz to review the meanings for each idiom in this chapter. Divide the class into teams and have them compete against each other in answering the multiple choice questions. Keep score on the board. The team with the most points wins.

Speaking practice

Go back to the main Table of Contents and mouse over the chapter level index for this chapter again. This time ask individual students to read aloud from the list of idioms in this chapter. Elicit the focus word for each idiom from the group.

If you hear mistakes where students forget to stress the particle, take note and talk about it when the group is finished.

Grammar Focus

Elicit from the class which of these phrasal verbs have irregular verbs. Have them supply the past tense of the verb. This will highlight irregular verbs and help prevent errors in the group practice that follows.

Pronunciation focus: Linking

Take a minute to focus on the linking in the phrasal verb “ease up” Project the individual phrasal verb page for “ease up” on the board or just write the pronunciation sentence on the board:

The pressure will ease up when
finals are over.

Model the linking or play the sound file in the program and have the class repeat it:

The pressure will ease-up when
finals are over.

Group practice

Have students work in small groups or with partners to make one sentence for each phrasal verb. Consider having half of the groups work on sentences for the first half of the phrasal verbs and the other half of the class work on sentences for the second half.

Note: Advanced level students may want to try to write their own paragraph/story/dialogue using the phrasal verbs in context rather than just limiting themselves to sentences.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will give them a “thumbs up” if they hear the focus word in each sentence clearly.

Role-Play

The instructor assigns role-plays to pairs of students that require using 3-4 phrasal verbs from the story. Here are a couple of scenarios:

A skiing coach is giving advice to a skier before a competition.

Characters: coach & skier

Two reporters are talking about a cross country ski race at the Olympic Trials.

Characters: two reporters

Instructors can ask for volunteers to present their role-plays to the class or choose people to present.

Each member of the audience will write down the phrasal verbs used in each role-play, and the teacher will elicit the list from individuals at the end of each presentation to check listening comprehension.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you’ve learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Take the Final Review

Note that the **Word Scramble** in the Final Review checks grammar/syntax by requiring students to:

- Put the words in the phrasal verb in the correct order
- Choose the correct word form for some phrasal verbs

Students could benefit from taking the Final Review more than once as it has rotating sections. If there is time, teachers could take students into the

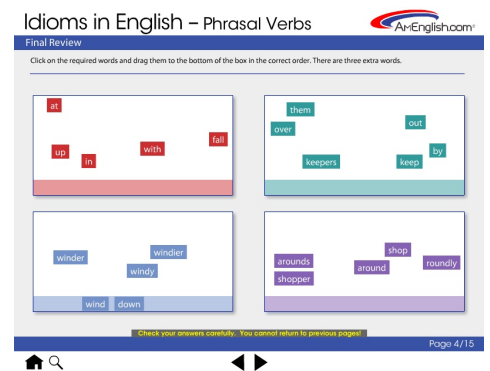
language lab on two separate days to take the Final Review. The second day would be a challenge to see if they can improve their scores

Lesson Eleven: In the Lab

Have students take the Final Review again and see if they can improve their scores.

The Final Review is great practice as it has multiple rotating versions*, and the multiple question types appeal to more than one learning style:

- (1) Word scramble: appeals to kinesthetic/tactile learners
- (2) Dictation: appeals to auditory learners
- (3) Fill-in the blank: appeals to visual learners
- (4) Multiple-choice: appeals to visual learners



*Each version of the Final Review has 100 items with 25 from each category, rotating randomly to cover all 100 phrasal verbs. (There are 500 total question items.)

Classroom Expansion Options

Application in e-mail/text exchanges

The instructor can assign e-mail/text exchanges for homework where students use the phrasal verbs in context in their communication with each other.

New Phrasal verbs

- The instructor can elicit other phrasal verbs students hear outside of class.
- These can be compiled and marked for stress and intonation.

Phrasal verb of the Month

The instructor can set up a contest where students keep track of phrasal verbs from the course that they hear/read outside of class in terms of frequency. There could be a ***phrasal verb of the month*** based on frequency.