

Phrasal verbs with 'Get'

Aim

- to learn the meaning of 10 phrasal verbs with 'get'
- to provide written and then speaking practice of the ten phrasal verbs.

Level – Intermediate

Introduction

This lesson is a self-contained lesson which presents ten phrasal verbs in the context of a dialogue. Students focus on the meaning of those phrasal verbs through a vocabulary and meaning matching exercise. Students then do controlled and freer writing practice of the phrasal verbs. In the speaking activity students use the phrasal verbs in a less controlled way.

Materials

- Worksheet 1 - famous person dialogue
- Worksheet 2 - 'get' matching vocabulary exercise
- Work sheet 3 - gap fill
- Worksheet 4 - 'get' speaking cards

Procedure

1. Lead in

Put 3 dashes on the board _ _ _ . Tell student to guess the verb (get). Elicit an example of a 'get' phrasal verb that they know e.g. get on with. Students then brainstorm phrasal verbs they already know with get. Write these on the board.

Tip: Tell students there are around 10,000 phrasal verbs in the English language and elicit from students why they are so important. Highlight the following information:

- 1) English speakers tend to use the phrasal verb rather than the Latin based equivalent (e.g. give out /distribute, put up with/ tolerate etc) and so they are high-frequency.
- 2) Understanding phrasal verbs therefore is very important but often it is difficult to understand the meaning of a phrasal verb from their individual components e.g. put up with.

2. Presentation of phrasal verbs

This activity will provide a context for ten phrasal verbs with get which the students will use in later stages of the lesson. The dialogue on worksheet 1 also provides a model for the dialogue writing activity in stage 5.

Tell the students they are going to read a conversation between two people. Hold up flashcards of two people and students guess their job. They are actors. Elicit names for the actor and actress (e.g. Peter and Susan). Tell the students the two actors are now working on a film together and are having a chat about working on their latest film.

Write the following questions on the board.

Are Peter and Susan enjoying working on their latest film?

Hand out worksheet 1. Tell the students to read the dialogue and answer the above question.

Read the dialogue. Are Peter and Susan enjoying working on their latest film?

Who: Peter Susan
Where: On the set of their latest film.
Talking about: working on their latest film

S: What are you **getting up** to at the weekend?

P: I am going out with Tom and Catherine even though I don't get on with them that well. How about you?

S: Not much I guess. I'm still getting over the flu. Do you think I can get away with taking Monday off?

P: You can ask the director.... but probably not. He's the worst director I've ever worked with. He's really getting at us, isn't he?

S: Yes, I wish we could get rid of him.

P: Yes, you're right. I'm glad we got out of doing that last scene today because of the bad weather. We got off lightly for once.

S: Yes, I've tried to get through to him that we are working too hard.

P: I know, but we shouldn't get too wound up about it. After all we are earning 17 million each for this film.

Read the dialogue again. Underline all the phrasal verbs with get:

*e.g. He's really **getting at** us, isn't he?*

Feedback from the students that Peter and Susan are not enjoying working on their latest film. Now ask the students to read the dialogue again and underline all the phrasal verbs with 'get'. After completion students compare with their partners to check they have underlined the same verbs.

3. Checking Meaning

Handout the worksheet 2 to the students. Allow students 5 minutes to complete the exercise. Feedback answers together.

Match the phrasal verbs from the dialogue to the meaning. *E.g. A. get up to matches with 7) do*

Phrasal Verb	Answer
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Meaning

A. get up to

7)

- 1) be successful in something
- B. get on with (so)
 - 2) Avoid something you don't want to do
- C. get over (st,so)
 - 3) Get angry about something
- D. get away with (st)
 - 4) recover from
- E. get at (so)
 - 5) To experience less suffering than expected
- F. get rid of (st,so)
 - 6) Successfully explain something
- G. get out of (doing st)

7) do

- H. get off lightly
 - 8) have a good relationship
- I. get through to (so)
 - 9) criticize someone repeatedly
- J. get wound up (about st)
 - 10) Remove/throw away something unwanted

st = something

so = someone

Answers: A – 7, B – 8, C – 4, D – 1, E – 9, F – 10, G – 2, H – 5, I – 6, J – 3

4. Gap Fill

Give the students the gap fill worksheet 3. Allow 5 minutes to complete the exercise. Check answers as a class.

Complete the sentences with the following phrasal verbs in the correct form.

get rid of get through to get off lightly get out of get away with

get up to get on with get over get wound up get at x

e.g. My mum is always getting at me to start a family.

- 1) I think criminals _____ in this country. They never get sent to prison for long enough.
- 2) This washing machine is too old. We need to _____ it.
- 3) I don't know how we managed to win. We should never have got that penalty. We really _____ it this time.
- 4) He still hasn't _____ losing his job. I've never seen him so depressed.
- 5) I _____ doing that boring project because I said I was too busy.
- 6) I can't _____ my students about the importance of speaking English. They only want to do written grammar exercises.
- 7) I didn't _____ much last weekend. I just stayed in and watched DVDs.
- 8) I _____ by the neighbours dog. He's always barking and keeps me awake at night. I'm getting really angry.
- 9) I don't _____ my mother – in- law. She's always telling me what to do and she is really annoying.

Answers

- 1) get off lightly
- 2) get rid of
- 3) get away with
- 4) got over
- 5) get out of
- 6) get through
- 7) get up to
- 8) get wound up
- 9) get on with

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Teachers note for number 5: if students suggest get away with as the correct answer, tell them that the sentence would need to be negative e.g. I got away with not doing that boring project (compare with I got out of doing that project).

5. Preparing the written conversation

Working in pairs (student A, student B), students need one piece of paper between them. Tell students that they are going to create a written conversation similar to the Brad and Nicole dialogue.

Tell students to write down;

- 1) the names of two people (students in the class, or famous people).
- 2) the place where these people are having the conversation
- 3) the topic they are talking about

Now demonstrate the activity in front of the whole class with a student. For example tell the students that you are person A and the student is person B. Elicit where they are having the conversation (e.g. in a museum) and what they are talking about (e.g. football).

The teacher, as student A, starts the conversation by writing down the first sentence/question, for example; 'Did you see the game last night?'

The teacher passes the paper to person B who continues the conversation e.g. Yes, I did. I got out of having dinner with my mother-in-law. How about you?

Person B passes the paper to the student A. Now ask students the following instructions checking questions about the activity:

- Do you discuss together what you write? (no, it is a spontaneous written conversation)
- Is it like chatting on the internet? (yes)
- Does each person write? (yes)

Tell students to write a conversation between their two people as demonstrated. Tell the students they have to include 6 phrasal verbs with 'get' in the conversation.

Give the students around 15 minutes to write the conversations. The teacher needs to monitor this task carefully paying particular attention to the students' use of the phrasal verbs.

Tell the students that they will now perform their conversations in front of the class. Allow the students time to practice reading them out. Students then perform the conversations in front of the class.

6. Card Game (Extended speaking practice)

Before the lesson chop up the discussion cards (on worksheet 4).

- 1) What lies have you told to get out of doing something?
- 2) Who gets at you? What about?
- 3) Tell about how you got over a disappointment
- 4) Is there anyone who you find it difficult to get through to? What's the problem?
- 5) Is there anyone you don't get on with at work/school/university?

- 6) What's the problem?
- 7) Tell us about a time when you did something bad at school and you got off lightly.
- 8) What did you get up to last weekend?
- 9) How well do you get on with everyone in your family?
- 10) Do you prefer to get rid of old things or keep them forever?
- 11) When was the last time you got wound up? What about?

Students work in groups of 3 and have a set of cards between them. They put the cards face down on the table between them. Demonstrate the activity with two students. Nominate one of the students to pick up the first card. He/She asks the question on the card to you and the other student. You both answer the question. Take it in turns to pick up the question cards and ask the questions.

Tip: This activity should take approximately 15 minutes. The teacher monitors the speaking activity making notes on any mistakes (and very good use of language) made with the phrasal verbs.

After the speaking activity the teacher writes a few mistakes (and very good use of language). Give students time to correct the mistakes. The teacher then elicits ideas and corrects the sentences as necessary on the board.

7. Suggested follow-up activity

As a follow up discuss strategies which students have already used when learning phrasal verbs. It's a good idea to give your own suggestions e.g. having special pages in your vocabulary book for phrasal verbs categorised under verbs/ topics. It's a good idea for students, every time they come across a phrasal verb, to add it to their list with the phrasal verb in context.