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EC14. Phrasal Verbs: Introduction

Student Name: _____ Student ID Number: _____

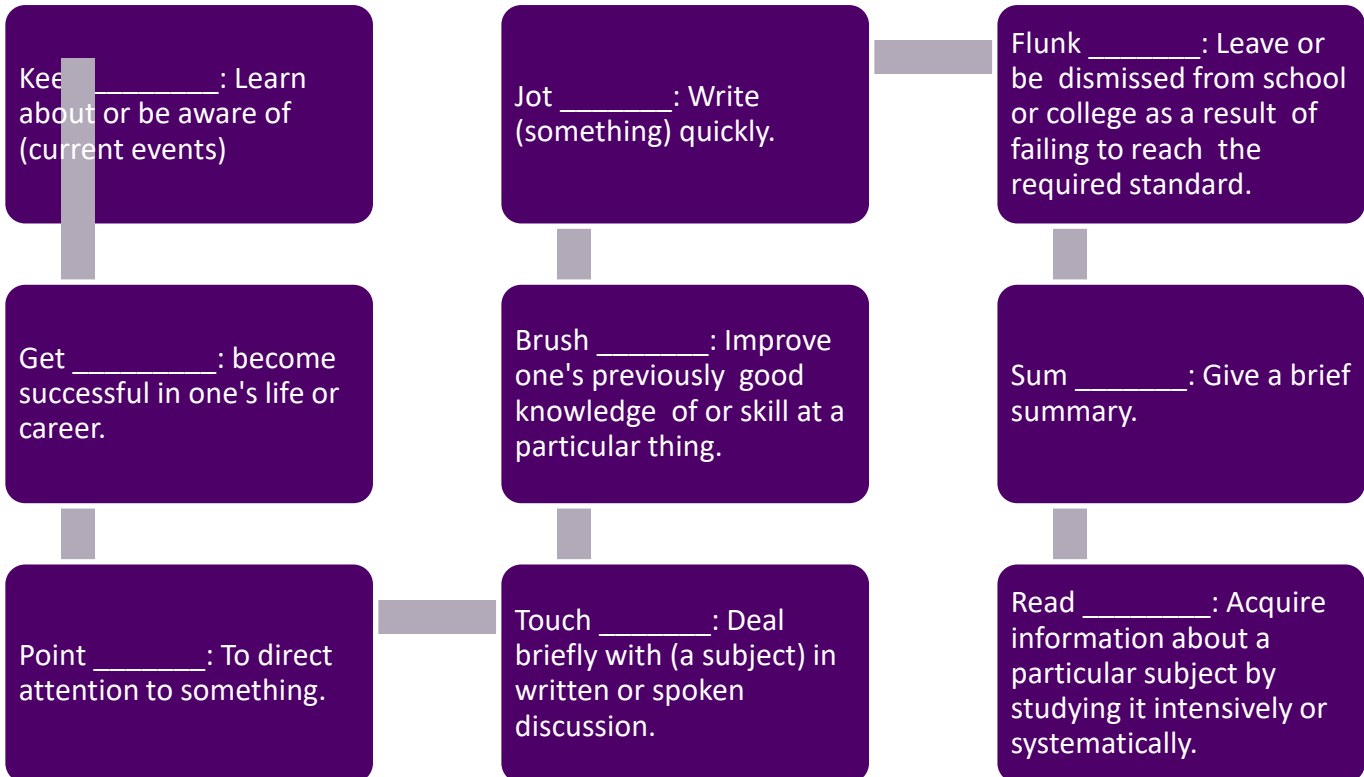
Instructor: _____ Level: _____ Date: _____

For media links in this activity, visit [the LLC ESL Tutoring website for Upper Level SDLAs](#). Find your SDLA number to see all the resources to finish your SDLA.

Section 1: Introduction

A phrasal verb is a verb that consists of two parts. The first part is always a verb in its base form, like "give," "go," "come," or "get." The second part is a particle like "in," "on," "up," or "down." Sometimes a phrasal verb has two particles. In addition, each phrasal verb usually has a non-phrasal counterpart. For example, "You can **give up** smoking" or "You can **quit** smoking", "You can **fill out** a form" or "You can **complete** a form."

Look at the phrasal verbs below and their definitions. The particle for each phrasal verb is missing. Search the Section 1 Websites [Phrasal Verbs List](#) and [Phrasal Verbs Long List](#) and write down the correct particle.





Complete the phrasal verbs below with the correct particle(s) from the previous activity. Then, write an example sentence using that phrasal verb.

1. Keep + _____

2. Get + _____

3. Point + _____

4. Jot + _____

5. Brush + _____

6. Touch + _____

7. Flunk + _____

8. Sum + _____

9. Read + _____





Section 2: Vocabulary Practice

Write verbs in the sentences below to make phrasal verbs with the particle “up” and complete the crossword with the missing verbs. Check the [Phrasal Verb List](#) and [Phrasal Verb Long List](#) for help.

1					2			3	
			4		5				
6									
					7				
8				9					
								10	
				11	12				
13					14				

Across

1. There’s a new yoga course starting next week. You should _____ **up** for it.
2. I have missed a lot of classes. I really need to _____ **up**. Can I borrow your textbook?
5. I’ve tried to do this ten times. I _____ **up**!
6. This meeting has gone on for too long. Let’s _____ it **up**.
7. There’s a long line for the new iPhone. You’d better _____ **up** now.
8. That’s an important issue. You should _____ it **up** at the next meeting.
11. Since you love computers, you should _____ **up** programming as a hobby.
13. Technology is changing so fast. I just can’t _____ **up**.
14. I shouldn’t have eaten all that pizza. I feel sick. I think I might _____ **up**.

Down

1. You’re late for work. If you _____ **up** for work late again, you’re fired.
3. Look at the mess you made. _____ it **up** now!
4. I usually _____ **up** my presents on Christmas morning.
7. Stephen Hawking is so clever. I really _____ **up** to him.
8. My girlfriend has decided to _____ **up** with me.
9. You have a class in 15 minutes and you’re still in bed. You really should _____ **up**.
10. You love computer games and watching cartoons. Why don’t you just _____ **up**?
12. You are always causing problems. There’s no need to _____ **up**.

**This activity called “Phrasal Verbs with ‘Up’” is taken from www.teach-this.com ©2017 with permission for educational use.





Section 3: Use Phrasal Verbs

In terms of speaking, you don't need phrasal verbs to express yourself. However, as native speakers use them quite a lot in their daily conversations, you need to be familiar with them. Now, the best way to learn these phrasal verbs is in context: in dialogues or in conversations.

Look at this dialogue where a couple of friends are using an original dialogue without phrasal verbs, then complete the same dialogue using phrasal verbs. You can check the [Phrasal Verb List](#) and [Phrasal Verb Long List](#) for help.

When you finish creating the dialogue with the phrasal verbs, practice it with a friend or the tutor.

Dialogue that does NOT use phrasal verbs

Alissa: I don't know why Joe hasn't **arrived** yet.

Ken: I hope his car hasn't **stopped working**.

Brian: Joe is not coming. He **refused** my invitation.

Ken: Really? That's not like Joe.

Brian: He said his new job was **occupying** all his time.

Ken: You seem a bit **disappointed**.

Alissa: Yes, I am. I think he was **fabricating** an excuse.

Ken: I doubt that. I'm sure he will **compensate** for it somehow.

Alissa: I hope so.!

Dialogue that USES phrasal verbs

Alissa: I don't know why Joe hasn't _____
_____ yet.

Ken: I hope his car hasn't _____.

Brian: Joe is not coming. He _____
_____ my invitation.

Ken: Really? That's not like Joe.

Brian: He said his new job was _____
_____ all his time.

Ken: You seem a bit _____.

Alissa: Yes, I am. I think he was _____
_____ an excuse.

Ken: I doubt that. I'm sure he will _____
_____ for it somehow.

Alissa: I hope so.!

**Idea borrowed from <https://www.youtube.com/watch?v=WHwxdT302I>





Section 4: Write a Conversation

Create a short dialogue using at least 5 of the phrasal verbs learned in Section 1. Then practice the conversation you create with the tutor.

Speaker 1:

Speaker 2:

Speaker 1:

Speaker 2:

Speaker 1:

Speaker 2:

Speaker 1:

Speaker 2:

Speaker 1:

Speaker 2:





If you need more space for your dialogue, continue writing below.





Section 5: Student Self-Assessment

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
I can look up phrasal verbs on the internet.				
I can distinguish the meaning on phrasal verbs from the verb alone.				
I can write a conversation using phrasal verbs.				

Here are some words/phrases I need to practice.

Good Job!

Now make an appointment

with a tutor on the LLC ESL Tutoring Website

(www.mtsac.edu/llc/passportrewards/llctutoring).








Section 6: Practice with a Tutor!

Meet with a tutor, and share this activity with the tutor. You will review this SDLA with the tutor. You may also ask the tutor any questions that you might have.

Grading Rubric

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 Points)
Content	Not enough information provided in responses and often does not use correct vocabulary.	Provides most important information in responses and some of the time uses correct vocabulary.	Provides all necessary information in responses and most of the time uses correct vocabulary.
Skill: Speaking	More than 6 mistakes saying words; needs guessing more than 3 times.	Not more than 5 mistakes saying words; needs guessing on 1-2 words or sentences.	Not more than 2 mistakes saying words; needs no guess about meaning.
Oral Fluency	Speaks mostly in phrases, individual words; many pauses.	Sometimes speaks in complete sentences; several pauses.	Speaks in complete sentences; a couple pauses okay.

*Students must receive at least 10 points to move on

Possible Points: _____ / 15

Tutor Comments:

Congratulations! Keep going.

You have successfully completed this SDLA and are ready to continue to the next.

Work on this more.

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: _____

Date: _____

