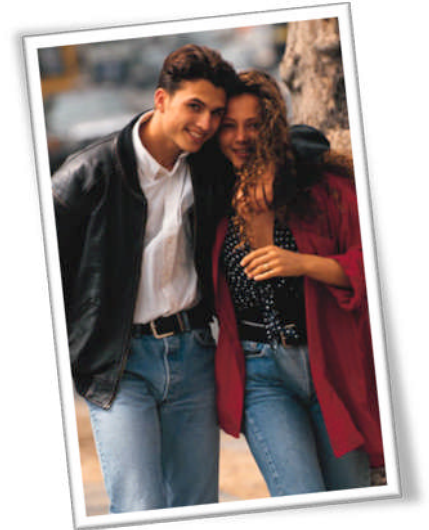


Phrasal Verbs: Memories

1 Read the following conversation with a partner.

Scene: Lucy and Tom are married. They are talking in the kitchen.

Lucy Tom - look at this old photo of us!
Tom Wow - we were so young. Where did you find it?
Lucy I came across it when cleaning out the attic.
Tom That picture's about ten years old!
Lucy You've changed! You've put on so many pounds!
Tom I know, I know. But I'm going to join a gym soon.
Lucy Yes, but you keep putting it off. You never join!
Tom Yeah. Maybe I should just take up jogging.
Lucy Well, it's a lot cheaper. Maybe I'll come jogging with you!



2 Look at the list of expressions below and match them to the appropriate phrasal verb underlined in the above conversation.

1. to find something (by chance)
2. to gain
3. to delay doing something
4. to start (a hobby)

3 Fill in the spaces using a phrasal verb. Be careful with the tense.

1. Stuart hasn't been to a dentist for two years. He always
2. John has almost five kilos this year!
3. Robbie has the violin. He plays every day.
4. When I was moving house, I a cassette of me singing!

4 Cover the exercises above. Rewrite these sentences, using the phrasal verbs you have studied.

1. Jenny has started learning Japanese.
2. I gained a lot of weight when I worked in the candy store.
3. I should look for a better job, but I keep delaying it.
4. I found by chance a letter from my ex-girlfriend.

5 Ask and answer these questions with a partner. Ask follow-up questions.

1. Have you ever come across anything interesting when cleaning or clearing out your house?
2. Do you ever put things off? What things should you do?
3. Have you taken up a hobby recently? What would you like to do, if you have time?
4. How have you changed in the last ten years?

Phrasal Verbs: Memories

Teaching Notes

Target Structure:	Phrasal verbs
Vocabulary:	General
Level:	Lower Intermediate +
Time:	30 minutes +
Preparation:	None

Suggested Teaching Method

This handout teaches / reviews four common phrasal verbs. Phrasal verbs tend to be easily forgotten, so there are five different activities to help your students internalize the language.

Before you start, you could explain 'phrasal verbs' to students, and elicit a few examples. If you're getting blank faces, mime 'get up', 'get on/off' (a bus), 'look for' or something similar.

- ➊ Give one handout to each student. Ask the students to make pairs and follow instructions as given.
- ➋ In the same pairs, follow instructions as given. Go through the answers as a group. Point out that some of the phrasal verbs are used in limited situations. (e.g. 'come across' is for *chance* discoveries, and 'take up' means 'start' only in the activity meaning. (*Not* 'I took up my car.')
- ➌ Follow the instructions on the worksheet. Students can work alone, and then check in pairs.
- ➍ Students should work alone, and then check in pairs.
- ➎ Place students in new pairs, or groups of three. Encourage follow-up wh-questions, and comments such as 'Really?', 'Oh yeah?', and 'Is that right?' etc. Try not to take part in the conversations. Instead, monitor carefully, and make notes of any language errors which could benefit from additional work at the end of the discussion.

Answers (Other answers may be possible)

- ➋
 1. to find something (by chance) - come across
 2. to gain - put on
 3. to delay doing something - put off
 4. to start (a hobby) - take up
- ➌
 1. Stuart hasn't been to a dentist for two years. He always puts it off.
 2. John has put on almost five kilos this year!
 3. Robbie has taken up the violin. He plays every day.
 4. When I was moving house, I came across a cassette of me singing!
- ➍
 1. Jenny has taken up Japanese.
 2. I put on a lot of weight when I worked in the candy store.
 3. I should look for a better job, but I keep putting it off.
 4. I came across a letter from my ex-girlfriend.

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