

Lesson Plan – Integrated Vocabulary, Grammar, and Writing

Prepositions, Phrasal Verbs, and Idioms

Part 1: Cover sheet

<p>Name: Richard Walker</p>	<p>Date: 11/9/10</p>
<p>Place: College of Marin</p>	<p>Length: One hour and forty minutes</p>
<p>Level: Low-Advanced Grammar and Writing No. of students: 12 - 16</p>	<p>Nationalities and ages: A mixed group of students from many countries; among them: Honduras, Slovakia, Israel, Tibet, Korea, Brazil, Ukraine, Poland, Russia, China, Nepal. Ages range from 18 to 50 (approximation)</p>
<p>Students' needs / purpose in learning English: These are students who have likely worked their way up the non-credit ESL class ladder to the low-advanced level. They all appear to have achieved secondary education and many, if not most, have had post secondary or college education in their country. There may be a number of working professionals in the group. I can assume that all are primarily interested in improving their English to advance in their work and to have greater comfort and success in communicating with other English speakers.</p>	
<p>Relevant recent work: Students have been studying clauses and sentence types and paragraph composition skills. They have recently begun to compose their first essays.</p>	
<p>Main objectives of lesson: Main: By the end of the lesson, students will be aware of the idiomatic nature of phrasal verbs, will be introduced to the wide range of verb + preposition possibilities of phrasal verbs, and will be able to use 5 – 8 phrasal verbs with greater confidence. Sub: Students will improve their understanding and usage of common prepositions. Sub: Students will increase awareness of the nature and use of idioms.</p>	
<p>Possible student problems with this lesson:</p> <ul style="list-style-type: none"> • Prepositions are typically mysterious and problematic for English learners. • Usage of idioms and phrasal verbs may be inappropriate for more formal forms of writing. 	<p>Solution:</p> <ul style="list-style-type: none"> • Explain that phrasal verbs and idioms are typically used in less formal contexts, such as casual speech. Show synonyms of a more formal nature as alternatives for more formal writing contexts. • Provide some rules and explanations to ground students' confidence.

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Part 2: Detailed Lesson Plan

Aim	Activity	Interaction	Time
<p>Warm up Activate interest and prior knowledge</p>	<p>On the board: Write 4 or 5 phrasal verbs and <u>idioms</u>: “Please <u>bear with</u> me. I'm a little <u>wet behind the ears</u>. So you should <u>take what I say with a grain of salt</u>. Ok, first, let's do a little <u>warm up</u>.”</p> <p>T: “First we are going warm up. What is a warm up? What does warm up mean? Are we really getting warm? Are we somehow going up? An idiom has a meaning which can't be interpreted from the literal meaning of the words that 'make it up' (to use another phrasal verb).”</p> <p>Open discussion and comments. Pass around the <i>American Idioms and Phrasal Verb Dictionary</i>. Also pass around list of some common phrasal verbs. Ask students for other idioms that they know. Ask student if they have any similar sayings from their 1st language.</p> <p>T: “We're going to talk more about this very common kind of idiom: phrasal verbs. But first, let's start by <u>reviewing prepositions</u> which are an important part of phrasal verbs.”</p>	T -ss	10 min
<p>Review of prepositions</p>	<p>Read from <i>Missing Preposition Worksheet #1</i>. Ask for corrections from students (discovery).</p>	T-ss	5 min
	<p>Activity #1: Students work on <i>Preposition worksheet #2</i>. Then students write sentences with missing prepositions on the board. Have students make any corrections (discovery). Discuss and explain rules (reference: Peter Master book)</p>	Pairs, board review	15 min
<p>Presentation of phrasal verbs</p>	<p>T explains phrasal verbs (using board):</p> <ul style="list-style-type: none"> • “Phrasal verbs consist of a verb plus a particle: <ul style="list-style-type: none"> • verb + <u>preposition</u> (our focus) • verb + adverb • Examples (board): <ul style="list-style-type: none"> • She's looking after the kids • I've decided to give up smoking. • What will she say when she finds out? <p>The <u>particle</u> can change the meaning of the verb completely (board):</p>	T – ss	15 min

	<ul style="list-style-type: none"> • look up – consult a reference book (look a word up in a dictionary) • look for – seek (look for her ring) • look forward – anticipate with pleasure (look forward to meeting someone) • Phrasal verbs are mainly used in spoken English and <u>informal</u> texts (such as emails). The more <u>formal</u> a conversation or text, the less phrasal verbs are found. <ul style="list-style-type: none"> • “to get together” rather than “to congregate”, • “to put off” rather than “to postpone” • “to get out” rather than “to exit”. • <u>Position of the Particle</u>: The particle is placed either after the verb or after the object (board): <ul style="list-style-type: none"> • Write <i>down</i> this word. / Write this word <i>down</i>. • If the object is a pronoun, however, the particle has to be placed after the pronoun (object) (board): <ul style="list-style-type: none"> • Write it <i>down</i>. • Write down it. <p>Some are separable (board): They turned down our offer. They turned our offer down.</p> <p>And some are inseparable (board): I have to get up at six. *I have to get at six up.</p>		
Controlled Practice	Activity #2 Phrasal Verbs Matching #3 worksheet (match phrasal verbs with correct definitions)	s-s pairs	12 min
Presentation or idiomatic phrasal verbs	<p>T: Back to <u>idioms</u>. What did we say an idiom was? Take a look at these phrasal verbs (board):</p> <ul style="list-style-type: none"> • "I hope you will <i>get over</i> your operation quickly." • "Work hard, and <i>get your examination over with</i>." <p>T: The <u>literal meaning</u> of “to get over”, in the sense of “to climb over something to get to the other side”, no longer applies to explain the subject's enduring an operation or the stress of an examination which they have to overcome. An idiom has a <u>meaning</u> which can't be interpreted from the <u>literal meaning</u> of the words that “make it up” (to use another phrasal verb). Another example (board):</p> <ul style="list-style-type: none"> • <i>let the cat out of the bag</i> <p>T: Notice in addition that many words take different prepositions to form different idioms. For example to <i>wait on someone</i> is different from <i>to wait for someone</i>. Prepositional idioms don't follow rules you can memorize. The best thing to do is check a good dictionary, or better yet, get a dictionary of idioms and phrasal verbs (pass around an example: <i>The Dictionary of American Phrasal Verbs and Idioms</i>).</p>	T - ss	15 min

	T: For example, after definitions of <i>come</i> , you'll find a list of idioms and their meanings: <i>to come about</i> , <i>to come across</i> , <i>to come along</i> , <i>to come around</i> , <i>to come between</i> , etc.		
Controlled practice	Activity #4 <i>Prepositional Idioms worksheet #4</i> (prepositions with “back”).	s-s pairs group check	12 min
Freer practice	Have students write a sentence with phrasal verbs from prompts for each of a list of prepositions (i.e., jump + on, in, at, over, up, etc.). Ss should write within a context such as business, school, restaurant, sports, meeting people, or medical. Ss volunteers share their sentences with the class; write their sentences on the board.	individual	15 min

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Part 3: Rationale

Common Errors in English – Missing or Misused Prepositions

Using the wrong preposition, or omitting a preposition when one is needed, are two of the most common mistakes that learners of English make. Prepositions are perhaps the most frequently occurring part of speech in the English language. And yet they are often difficult to understand because of their sheer number and subtle, often arbitrary contextual variations. Difficulty with prepositions is further compounded by the fact that they partner with verbs to form another prevalent class of words: phrasal verbs. Very often the meaning normally associated with the preposition is altered or becomes idiomatic when used in this way. There are many thousands of prepositional—or *phrasal*—verbs used in English. And they are difficult to teach because of their often idiomatic meaning and lack of a systematic, rule-based consistency.

This lesson attempts to provide greater familiarity and understanding of the way phrasal verbs are formed and to orient the student's awareness to the fact that there are many thousands of phrasal verbs in common usage.

Since this is a writing class, it may be heartening for the learner to know that phrasal verbs are generally used more commonly in spoken English than in the more formal registers of academic or business English.

Before “taking on” phrasal verbs, we start with a basic review of prepositions in general.

I hope this lesson will shine a light on the commonality, basic structure, and idiomatic nature of phrasal verbs so that the student can have his or her ear out for them (to use a highly idiomatic phrasal verb) and be on the look out (to use another) for their common occurrence in less formal contexts.