

# WORK IT OUT

WITH **PHRASAL VERBS**

TEACHING RESOURCE  
B2-C1

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PROSPERITY EDUCATION

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To infinity and beyond.

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# About this book

## *Work it Out with Phrasal verbs*

Designed for both new and experienced teachers, *Work It Out with Phrasal Verbs* is uniquely focused on presenting and practising phrasal verbs in context, away from the common method of verb or particle grouping. With its highly communicative, student-centred approach, *Work It Out with Phrasal Verbs* offers downloadable and photocopiable lesson materials, extensive teaching notes and a variety of inclusive activities for B2–C1 level students.

### Key features

- Detailed lesson plans to ensure clear and effective delivery, from start to finish, including lead-ins and activities for practice, production and extension
- Activities and lesson adaptations to accommodate the needs of mixed-ability classes, and discussion questions to encourage critical thinking
- Digital alternatives, online-teaching tips and a front-of-class presentation tool to support a blended-learning environment
- Extension exercises for more-confident students and activities for fast finishers

### Downloadable and photocopiable content

- Front-of-class presentations
- Worksheets
- Extra practice activities
- Phrasal verb overview handout
- Phrasal verb dictionary

## About the authors

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# Introduction

## Preparing to work it out

To make the most of the activities in this book and to maximize students' learning, we strongly recommend that you read this introductory section when using *Work it Out with Phrasal Verbs* for the first time. *The phrasal verb overview* (page 7) has been designed to summarise what a teacher needs to keep in mind when presenting phrasal verbs to their class. It has been written using uncomplicated language, should you decide to give it as a handout to your students.

*Work it Out with Phrasal Verbs* aims to support teachers in:

- presenting phrasal verbs in contexts that easily tie in with common coursebook topics
- delivering adaptable lessons depending on the specific needs of each class
- promoting classroom inclusion.

As classes come in all abilities and sizes, each unit offers a number of features:

- digital alternatives, tips and a front-of-class presentation tool
- extension activities
- alternative activities
- adaptations for less-confident students
- activities for fast finishers
- expected timings for each activity
- worksheets and answer keys

Each of the ten units is called a *Work out* and these can be worked through sequentially or used as standalone lessons. If standalone, we recommend the following preparatory steps:

1. Write an example sentence on the board using one of the phrasal verbs from the lesson you intend to teach.
2. Have pupils identify the phrasal verb.
3. Elicit what a phrasal verb is by asking questions.

To help you to introduce phrasal verbs for the first time, you can use *the phrasal verb overview* (page 7) and *the phrasal verb reference* (pages 95–99).

We hope this resource proves a useful companion to you when working out phrasal verbs with your students.

# Phrasal verb overview

## What you need to know about phrasal verbs

- Phrasal verbs are composed of two parts: a verb and a particle – e.g. *look after*.
- Keeping the same verb but changing the particle will affect the whole meaning of the phrasal verb – e.g. *look after/look for/look into*.
- Phrasal verbs are part of informal, everyday language. Their synonym is usually more formal, and it often has Latin or Greek origins – e.g. *carry on* = *continue*.
- Phrasal verbs can be *inseparable* or *separable*.

Inseparable phrasal verbs always follow this pattern, which cannot be changed:

Subject (S)	Verb (V)	Particle (P)	Object (O)
Sara	grew	up	in Spain

Separable phrasal verbs can follow two different patterns:

S	V	P	O
James	gave	back	the money

Or:

S	V	O	P
James	gave	the money	back

Notice how the object and the particle have swapped places.

**Be careful!** If the object (the money) is replaced by a pronoun (it), only **one** pattern is correct:

S	V	O	P
James	gave	it	back



S	V	P	O
James	gave	back	it



Work out **10****Health**

'The greatest wealth is health.'

B2+

<b>Resources</b>	Worksheet 10.1	one copy per pair
	Worksheet 10.2	one copy per pair
	Worksheet 10.3	one copy per pair

**Target language**

Block up – to stop something moving through something else

Break out – when you develop a sudden skin irritation

Build up (your strength) – to slowly become stronger after an illness

Come down with (an illness) – to become ill with an illness that is not very serious

Fight off – to attempt to free yourself from an illness

Get over – to recover from an illness

Pass away – to die

Pass out – to lose consciousness; to faint

Pick (something) up – to catch a non-serious illness from another person or place

Throw up – to vomit

- 1
  - Act out that you're feeling unwell (e.g. coughing, fainting, etc.).
  - Ask students the following questions and elicit answers:
    - What do you think is happening to me? (you're ill)*
    - What symptoms do you recognise? (cough, fainting)*
    - What should I do? (go to the doctor, take medication etc.)*
  - Put students into pairs and ask them to draw a table with two columns: *Positives* and *Negatives*.
  - Hand out one copy of **Worksheet 10.1** to each student (or you could use **PT 10.1**). Ask students to read the sentences, and to decide if the phrasal verbs sound positive or negative. Have students put them in the correct column.
  - Get feedback. Invite students to come and write their ideas on the board. Do not confirm answers at this point.



5–10 mins



PT 10.1

Answer key	Positives: 3, 5, 8 (8 could also be negative)
Worksheet 10.1	Negatives: 1, 2, 4, 6, 7, 8, 9, 10

#### Digital alternative

Display the sentences in PT 10.1 one-by-one on screen for the class to see.

Students write 'P' (positive) and 'N' (negative) in large writing on either side of a piece of paper.

For each sentence displayed, students hold up 'P' or 'N' depending on whether they think the phrasal verbs sound positive or negative. Note: some phrasal verbs can be positive **and** negative.

## 2

- Put students in pairs. Hand out **Worksheet 10.2** to each pair.
- Ask students to highlight the phrasal verbs that appear.
- Ask students to read the text and discuss, in their pairs, whether they still agree with the positive and negative phrasal verbs. Avoid discussing definitions at this point.
- Get class feedback.



5-10 mins

## 3

- Put students in pairs. Hand out **Worksheet 10.3** to each pair.
- Ask students to read the definitions and to complete the gaps using the phrasal verbs identified in Worksheet 10.2.
- Get feedback. Clarify any definitions as necessary.



5-10 mins

Answer key	A – came down with	F – getting over
Worksheet 10.3	B – build up	G – throw up
	C – fight off	H – pass out
	D – break out	I – passed away
	E – blocked up	J – picked up

## 4

- On one side of the board, draw two columns titled: *Minor Health Problems* and *Treatments*.
- Put students in small groups. Have them brainstorm minor health issues (e.g. headaches, coughing, etc.).



10-15 mins



- Ask groups to share their ideas with the class. Write their ideas in the correct column on the board.
- Repeat the steps for *Treatments*. Have students brainstorm, then write their answers on the board. Give examples if necessary (e.g. drink herbal tea (for a stomach ache); take a tablet/pill (for a headache); raise your legs (for passing out/fainting); etc.). Encourage students to use phrasal verbs learnt throughout the lesson (e.g. pass out; build up strength; etc.).

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## 5

- Leave the text from the previous activity on the board. Next to this, write: *Dialogue Outline*.
- Ask the class: *What is a dialogue?* (a conversation).
- Tell students to imagine they are visiting a doctor. Ask: *What would be the first thing you'd say?* (Hello/Hi/Hey, etc.)
- Write *Greetings* on the board under the title *Dialogue Outline*. Then, ask the class what they think would likely be discussed in an appointment with a doctor. Write students' ideas on the board. Prompt the class if necessary (e.g. asking what's wrong; explaining symptoms; giving a diagnosis; giving reassurance, etc.).
- Put students into small groups to think of what expressions/phrases/vocabulary they could use for each point. For example: *What's wrong?/What's the matter?; I've had a headache for a while; You might likely have/be...; If I were you, I would...; Why don't you...?; etc.*
- Students share their ideas with the class.
- For less-confident classes, write students' ideas on the board to prompt them in the next activity. For more-confident classes, do not write students' ideas on the board.



5-10 mins

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## 6

- Divide the class into two groups. Organise the classroom so the seats are facing each other. If in a smaller space, have students stand opposite each other in two circles – one facing the interior of the classroom and one facing the exterior.
- Tell students that they are going to the doctor to discuss an issue they have been having. Assign students as A and B. Tell As that they are the doctor, and Bs that they are the patient with the health issue. Tell them to use the language on the board to help them with their dialogue.



25-30 mins

- Encourage students to use as many phrasal verbs from the lesson as they can. Set a visible timer of four minutes. Once the time is up, have B's move to speak to the student on their left, so they are speaking to a new 'doctor'. Encourage them to think of a new health problem to describe.
- Once students have spoken to two doctors, switch roles – As become the patient and Bs become the doctor. Repeat the steps.
- Ask students to share which problems and treatments they heard. Encourage them to say which phrasal verbs they used.

#### Extension

Write the following on the board:

*Dizziness, a fever, sore eyes*

*A cough, sneezing, loss of voice*

*Itchy arms and legs*

*Earache, toothache, a rash on your cheek*

Put students into small groups. Tell them that they are going to choose one of the sets of symptoms on the board to share with their classmates, who will give them some advice on how to treat it. They can then choose the best advice to take.

Have each group write their symptoms and issues in a short paragraph. Encourage students to use the phrasal verbs (e.g. I've come down with something, and I need your help. I've broken out in a rash on my cheek and I've had a pounding earache for about a week.).

Have groups take it in turns to present their issue to the class. Have the class suggest some treatments to the groups, for them to choose the best advice.

Have less-confident groups present their issue to another group.



Act out: <b>A blocked-up nose</b>	Write a sentence with: <b>Break out</b>
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Give advice on how to: <b>Build up your strength</b>	Talk about: <b>Coming down with the flu</b>
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Give advice on how to: <b>Fight off a cold</b>	Give a definition of: <b>Get over (an illness)</b>
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Describe a tradition in your country for when someone: <b>Passes away</b>	Act out: <b>Pass out</b>
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Write a sentence with: <b>Pick a (non-serious illness) up</b>	Act out: <b>Throw up</b>
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- 1 I've *come down with* the flu so I'm unable to work today.
  - 2 I *picked up* a cold from the air conditioning!
  - 3 I'm trying to *build up* my strength by eating fruit and taking vitamins.
  - 4 This morning, I *threw up* my dinner from last night.
  - 5 I'm finally *getting over* the cold I've had for ages.
  - 6 My nose is so *blocked up*! I need more tissues!
  - 7 Amina suddenly *passed out*.
  - 8 I *fought off* that terrible fever by resting for a few days.
  - 9 Juan suddenly *broke out* in lots of spots!
  - 10 Unfortunately, Uncle David *passed away* last night.
- .....

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I had a terrible week last week. I've been trying to build up my strength since I came down with the flu; it lasted two whole weeks! I picked it up from a holiday I went on, a cruise around the Mediterranean, but I spent most of the time throwing up and my nose was blocked up. I even passed out once! It all started when I broke out in a rash on my arm, which I think was caused by a bite, and then the air conditioning was left on when I slept – what a nightmare! I came back on Tuesday. I fought off my cold and am finally getting over my illness. I came home to unfortunate news though – my uncle had passed away while I was abroad. Well, they do say bad things happen in threes.

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<b>A</b>	Phrasal verb: _____ Definition: <i>Started to become ill</i>	<b>B</b>	Phrasal verb: _____ Definition: <i>To slowly increase</i>
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<b>C</b>	Phrasal verb: _____ Definition: <i>No longer ill, because you tried hard to overcome it</i>	<b>D</b>	Phrasal verb: _____ Definition: <i>Suddenly appeared</i>
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<b>E</b>	Phrasal verb: _____ Definition: <i>Difficulty in breathing</i>	<b>F</b>	Phrasal verb: _____ Definition: <i>To recover</i>
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<b>G</b>	Phrasal verb: _____ Definition: <i>To vomit</i>	<b>H</b>	Phrasal verb: _____ Definition: <i>To lose consciousness/to faint</i>
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<b>I</b>	Phrasal verb: _____ Definition: <i>Died</i>	<b>J</b>	Phrasal verb: _____ Definition: <i>Caught</i>
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**Work out 1. Advice**

- Ask around – to speak to many people to find the answer
- Calm down – to become, or make somebody become, less excited, anxious or upset
- Check out – to take a look at something
- Cheer up – to make yourself, or someone else, feel happier
- Keep on – to maintain doing something
- Look into (something) – to do research to find something
- Set on (doing something) – to be sure you are going to achieve a planned objective
- Speak up – to express opinions freely and honestly
- Take on – to begin, or take responsibility for, something
- Think over – to reflect on something

**Work out 2. Family**

- Bring up – to take care of someone until they are an adult
- Fall out (with) – to argue with someone and to no longer have a relationship
- Get on/along (with) – to have a good relationship with someone
- Grow up – the process by which you went from being a child, to an adult
- Look after – to take care of someone/something
- Look like – to look similar to another person
- Look up to – to admire someone
- Split up – to end a relationship (e.g. a couple separating, often divorcing)
- Tell off – to reprimand/scold someone

**Work out 3. Holidays**

- Check in – to confirm that you have arrived at a hotel or airport
- Check out – to leave a hotel after returning your room key
- Eat out – to have a meal in a restaurant, not at home
- Get in/into – to enter a place
- Go away – to leave a place (often to spend time somewhere else, usually on holiday)
- Take (some time) off – to have a break from work for a few days
- Take off – to begin to fly (e.g. an aeroplane or helicopter)
- Wait around – to wait somewhere for something

**Work out 4. Relationships**

Ask out – to invite someone to go out with you

Break up/split up – to end a relationship

Fall for – to begin to love someone

Get on with – to have a good relationship with someone

Hit it off – to have an instant connection with someone

Lead on – to make someone think you are interested in them, even though you are not

Make up – to become friends after having an argument

Settle down – to start a family and have children

Stand up – if someone arranges to meet you and they don't come

Turn down – to say 'no' to an invitation to go out

**Work out 5. Eating and drinking**

Cut out – to eliminate something from your diet

Eat in – to have a meal at home (not in a restaurant)

Eat out – to have a meal at a restaurant (not at home)

Fill yourself up – to eat so much that you are no longer hungry

Go off – when the food has passed its expiry date and can no longer be eaten

Pick at – to have many small snacks instead of a full meal

Put on (weight) – becoming bigger and heavier

Serve up – to put food onto plates, ready to be eaten

Slice up – to cut food into pieces to be shared (e.g. a pizza)

Take away – to order food from a restaurant but to eat it at home

Top up (the glass) – to add more drink when there isn't much left

Wash down (with) – to have a drink during a meal

Wolf down – to eat very quickly and in a large quantity

**Work out 6. Dreams**

Catch up – to share updates on each other's lives

Figure out – to understand something or to solve a problem

Go over (something) – to read something in detail

Hand over (something) – to pass an object to someone



Peel (something) off – to remove something that is tight or attached to something else

Pop over – to visit someone for a short period of time

Rustle up – to prepare something quickly

Sign up for – to join a course or an activity

Sleep over – to spend the night at somebody else's house

Work out – to do exercise

### **Work out 7. Crime**

Blow up – to create an explosion

Break in – to enter a building that is not yours

Get away with – to avoid punishment for a crime you have committed

Knock (someone) out – to fight with someone until they lose consciousness

Let (someone) off – to not punish someone for their crime or bad actions

Lock up – when someone is put in prison

Pull (someone) over – when the police signal for your car to move to the side of the road

Stake out – to sit outside a place to observe what is happening

Turn (someone) in – to tell the authorities of someone who has committed a crime

### **Work out 8. Business**

Snowed under – to have a lot of work to do

Call in (sick) – to inform your workplace that you are too sick to work

Call off – to stop something from happening, such as a wedding or a meeting

Carry out – to perform or complete a task

Come up with – to think of something, such as an idea or a plan

Cut down – to decrease the quantity of something used

Get ahead – to be successful in one's job

Go ahead with – to start doing something after waiting for someone's permission

Note down – to write something down to avoid forgetting it

Rip off – to cheat someone by charging them too much money for something

Run by – to share your ideas with someone to hear their opinion

Run out – when something comes to an end, such as a contract or an agreement

Sell off – to sell something at a lower price because you need the money

Sign up – to subscribe or to join a group or a course

Stay behind – to not leave a place (school/work) when other people leave

Take on – to employ someone

Take over – to replace someone in their role

### Work out 9. Shopping

Cough up – to pay someone, usually when you don't want to

Fork out (for something) – to pay more for something than you expected to pay

Knock (something) off – to reduce the price of something by a stated amount

Pick (something) up – to buy something spontaneously

Rip (somebody) off – to make someone pay more than they should

Sell out – to sell all of something; to run out of stock

Shop around (for something) – to compare the price of the same item in different shops

Skimp on (something) – to use too little of something in order to make it last longer

Snap (something) up – to buy something quickly, usually before the stock runs out

Stock up (on something) – to buy a large quantity of something

### Work out 10. Health

Block up – to stop something moving through something else

Break out – when you develop a sudden skin irritation

Build up (your strength) – to slowly become stronger after an illness

Come down with (an illness) – to become ill with an illness that is not very serious

Fight off – to attempt to free yourself from an illness

Get over – to recover from an illness

Pass away – to die

Pass out – to lose consciousness; to faint

Pick (something) up – to catch a non-serious illness from another person or place

Throw up – to vomit

# WORK IT OUT WITH PHRASAL VERBS

## Health

**Do the phrasal verbs in these sentences sound positive or negative?**

**Do the phrasal verbs in these sentences sound positive or negative?**

**1 I've come down with** the flu so I'm unable to work today.

**Positive**

**Negative**

**Do the phrasal verbs in these sentences sound positive or negative?**

**2 I picked up a cold from the air conditioning!**

**Positive**

**Negative**

Do the phrasal verbs in these sentences sound positive or negative?

3 I'm trying to **build up** my strength by eating fruit and taking vitamins.

Positive

Negative

Do the phrasal verbs in these sentences sound positive or negative?

4 This morning, I **threw up** my dinner from last night.

Positive

Negative



**Do the phrasal verbs in these sentences sound positive or negative?**

**5 I'm finally **getting over** the cold I've had for ages.**

**Positive**

**Negative**

Do the phrasal verbs in these sentences sound positive or negative?

6 My nose is so **blocked up!** I need more tissues!

Positive

Negative

**Do the phrasal verbs in these sentences sound positive or negative?**

**7 Amina suddenly passed out.**

**Positive**

**Negative**

**Do the phrasal verbs in these sentences sound positive or negative?**

**8 I fought off** that terrible fever by resting for a few days.

**Positive**

**Negative**

Do the phrasal verbs in these sentences sound positive or negative?

9 Juan suddenly **broke out** in lots of spots!

Positive

Negative

**Do the phrasal verbs in these sentences sound positive or negative?**

**10** Unfortunately, Uncle David **passed away** last night.

**Positive**

**Negative**

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