

STUDENT'S WORKSHEET

1. Lead in - Vocabulary

Read these sentences. Can you guess the missing words? Tell your partner. The first one has been done for you.

- Before starting the race, the runnerswarmed up..... (Exercise, stretching muscles before a race)
- Do you like my hat? I bought it at a market in Egypt. The man wanted nearly £40 but I.....him.....to £25. (Persuade someone to sell something at a lower price)
- Having studied intensively for months, Helen.....her exams. (Do something very easily and confidently)
- Justyna's face.....when she heard she had passed all her exams. (Become happier)
- Having heard the bad news, Alastair shouted angrily and..... (To walk/run out of somewhere angrily)
- How was your interview? Terrible! I was so nervous, I just..... I couldn't move or say anything. (Very nervous: unable to think/speak/move)
- Did you hear what the boss said? Oliver was so angry he had to go outside to..... (Become less angry)
- After the volcano erupted, ash and rock.....the town. (Fall from the sky in large numbers)

Now fill in the gaps with your partner. Use the grid below to help you. Remember, the correct answers are all touching each other.

START	FOG UP	BLOW OVER	BUCKET DOWN	BREEZE THROUGH	DRINK UP	BOIL DOWN TO	FINISH
	PELT DOWN	STEAM UP	BLOT OUT	COLD OFF	COOL OUT	FALL DOWN ON	
	BEAT DOWN	SHUT UP	BLOCK UP	STICK OUT	COOL DOWN	RAIN DOWN ON	
	CLEAR UP	RUN OUT	FREEZE DOWN	FREEZE UP	CHILL OUT	RAIN IN ON	
	CLOUD OVER	WALK OUT	STORM OFF	WATER DOWN	STORM IN ON	GET ON WITH	
	PICK UP	SHINE DOWN	BREEZE ACROSS	BRIGHTEN UP	PICK UP	FILL UP ON	
	BEAT UP	BEAT DOWN	BREEZE THROUGH	BRIGHTEN OFF	WARM UP	READ UP ON	
	WARM UP	SWEAT OUT	WIND OUT	BLOW THROUGH	DRY OFF	PULL OUT OF	
	WARM THROUGH	WRAP UP	BURN OUT	BUST IN	HAND OUT	KEEP UP WITH	
	MIST UP	WIPE OFF	BLOW OUT	WORK OUT	WAKE UP	WIND UP WITH	

2. Language Analysis

Look at the examples in 1. Lead in - Vocabulary. In what ways are the multi-word verb used differently? Do they take an object? Can you separate the verb and particle with an object? How many particles are there?

Now put the multiword verbs from the example above into the correct categories below. The first one has been done for you.

INTRANSITIVE (No object)	TRANSITIVE (Takes an object) (Verb & particle are separable)	TRANSITIVE (Takes an object) (Verb & particle are not separable)	TRANSITIVE (Takes an object) (Verb + 2 particles)
warm up			

3. Writing and Speaking

Write 4 new sentences using 4 of the multi-word verbs from 1. Lead in - Vocabulary.

1.
2.
3.
4.

Now test your partner. Read out your sentences but omit the multi-word verb. Can your partner guess what it is?

4. Text

Now write 3 conversation prompts and expected responses using 4 multi-word verbs from exercise 1. There are two examples below.

PROMPT	EXPECTED RESPONSE
I'm really angry! I've just lost my wallet!	Try and cool down. When did you last see it?
I'm going to do some exercise.	You should warm up first.
1	1
2	2
3	3

Now talk to your partner and use the **prompts** you have written. Did they give you the same **expected response** as you had?

TEACHER'S NOTES

1. Lead in - Vocabulary

Give out the *Student's Worksheet*. Set up the task by referring students to the gapped sentences and asking them to work together in pairs to see if they can guess the answers.

Refer students to the grid, pointing to the first answer and starting point. Aiming to reach the finish line, remind them that the correct answers should be touching each other either, vertically, horizontally or diagonally.

As students will be largely following the grid for their answers, monitor and check progress.

- Before starting the race, the runners **warmed up**. (Exercise, stretching muscles before a race)
- Do you like my hat? I bought it at a market in Egypt. The man wanted nearly £40 but I **beat** him **down** to £25. (Persuade someone to sell something at a lower price)
- Having studied intensively for months, Helen **breezed through** her exams. (Do something very easily and confidently)
- Justyna's face **brightened up** when she heard she had passed all her exams. (Become happier)
- Having heard the bad news, Alastair shouted angrily and **stormed off**. (To walk/run out of somewhere angrily)
- How was your interview? Terrible! I was so nervous, I just **froze up**. I couldn't move or say anything. (Very nervous: unable to think/speak/move)
- Did you hear what the boss said? Oliver was so angry he had to go outside to **cool down**. (Become less angry)
- After the volcano erupted, ash and rock **rained down on** the town. (Fall from the sky in large numbers)

Now fill in the gaps with your partner. Use the grid below to help you. Remember, the correct answers are all touching each other.

START	FOG UP	BLOW OVER	BUCKET DOWN	BREEZE THROUGH	DRINK UP	BOIL DOWN TO
	PELT DOWN	STEAM UP	BLOT OUT	COLD OFF	COOL OUT	FALL DOWN ON
	BEAT DOWN	SHUT UP	BLOCK UP	STICK OUT	COOL DOWN	RAIN DOWN ON
	CLEAR UP	RUN OUT	FREEZE DOWN	FREEZE UP	CHILL OUT	RAIN IN ON
	CLOUD OVER	WALK OUT	STORM OFF	WATER DOWN	STORM IN ON	GET ON WITH
	PICK UP	SHINE DOWN	BREEZE ACROSS	BRIGHTEN UP	PICK UP	FILL UP ON
	BEAT UP	BEAT DOWN	BREEZE THROUGH	BRIGHTEN OFF	WARM UP	READ UP ON
	WARM UP	SWEAT OUT	WIND OUT	BLOW THROUGH	DRY OFF	PULL OUT OF
	WARM THROUGH	WRAP UP	BURN OUT	BUST IN	HAND OUT	KEEP UP WITH
	MIST UP	WIPE OFF	BLOW OUT	WORK OUT	WAKE UP	WIND UP WITH
FINISH						

2. Language Analysis

Remind your learners that although each of these multi-word verbs contain weather words, they are not related to weather and rather idiomatic in meaning. Remind students that multi-word verbs can be literal (*pick up* a pen), idiomatic (*pick up* someone from the airport) and have multiple meanings. They should, however, focus on the meaning in the given context from the examples.

Explain that these multi-word verbs can be put into 4 categories:

TYPE 1	TYPE 2	TYPE 3	TYPE 4
Intransitive (no object)	Transitive (verb and particle can be separated by an object)	Transitive (verb and particle cannot be separated by an object)	Transitive (verb + 2 particles cannot be separated by an object)

SUBJECT	VERB	OBJECT	PARTICLE	PARTICLE	OBJECT	WHEN? WHERE? HOW?	TYPE
The runners	warmed		up			this morning.	<u>TYPE 1</u>
I	beat	him	down			in a market.	<u>TYPE 2</u>
Helen	breezed		through		her exams	yesterday.	<u>TYPE 3</u>
Justyna's face	brightened		up			earlier.	<u>TYPE 1</u>
Alastair	stormed		off			angrily.	<u>TYPE 1</u>
I	froze		up			at the interview.	<u>TYPE 1</u>
Oliver	cooled		down			outside.	<u>TYPE 1</u>
Ash and rock	rained		down	on	the town	an hour ago.	<u>TYPE 4</u>

INTRANSITIVE (No object)	TRANSITIVE (Takes an object) (Verb & particle are separable)	TRANSITIVE (Takes an object) (Verb & particle are not separable)	TRANSITIVE (Takes an object) (Verb + 2 particles)
warm up	beat down	breeze through	rain down on
brighten up			
storm off			
froze up			
cool down			

3. Writing and Speaking

Ask students to refer to **2. Language Analysis** before they start writing. Monitor to check they are keeping to the correct grammatical form.

4. Text

Demonstrate first and concept check what students need to do. Also, repetition is important. You could play a piece of music while students walk around the classroom. When the music stops, students turn to the nearest person and say their conversation prompt giving time for their partner to process and respond. Their partner reciprocates in the same way before the music restarts and all participants start walking once again. Repeat this process at least 4 times and make notes for cold correction later.

5. Extra

Need more? Copy or write the following sentences on the board and ask your learners to fill the gaps with the target language from this lesson.

- The TV weather forecaster said that it's going to.....by the weekend. (become hotter)
- Tired and thirsty, the sun.....as the soldiers marched through the desert. (very bright sun making the weather very hot)
- She could hear birds singing followed by the soft rustle of a.....the trees. (light wind)
- After a cold start to the day, the weather.....by the early afternoon. (improve: become brighter/sunnier)
- If you ask him personal questions like that don't be surprised if he gets upset and..... (to walk/run out of somewhere angrily)
- On a cold winter's day, water pipes and door locks..... (so cold that something doesn't work/move)
- Let your tea.....a bit, it's probably too hot to drink. (become colder)
- The TV news channel reported how bombs and bullets.....the city all night. (fall from the sky in large numbers)

Answers

- The TV weather forecaster said that it's going to **warm up** by the weekend. (become hotter)
- Tired and thirsty, the sun **beat down** as the soldiers marched through the desert. (very bright sun making the weather very hot)
- She could hear birds singing followed by the soft rustle of a **breeze through** the trees. (light wind) (**NOUN+PREPOSITION**)
- After a cold start to the day, the weather **brightened up** by the early afternoon. (improve become brighter/sunnier)
- If you ask him personal questions like that don't be surprised if he gets upset and **storms off**. (to walk/run out of somewhere angrily)
- On a cold winter's day, water pipes and door locks **freeze up**. (so cold that something doesn't work/move)
- Let your tea **cool down** a bit, it's probably too hot to drink. (become colder)
- The TV news channel reported how bombs and bullets **rained down on** the city all night. (fall from the sky in large numbers)