Section 10  various structures with verbs

page 141

language notes
This Section deals with a small group of verbal structures that can still be difficult for intermediate students.

possible further activities
The quotations are simply provided as entertaining examples of one of the structures dealt with here. Students can just read them; no other activity is necessary.

page 142

language notes
Imperatives are relatively unproblematic. Some students may not realise, however, that they are not generally used to ask for things politely. Native English-speakers may be offended by ‘requests’ beginning with ‘Please’ and an imperative. ‘Please tell me …’, for example, is a command, not a request.

Let’s should be well known at this stage, but the negative forms may need practice. Make sure students realise that the full form Let us is very formal and uncommon.

possible further activities
‘Simon says’ This is an old children’s game. Give the class a very rapid series of (easy) instructions. If you say ‘Simon says’ before the instruction, they have to carry it out; if you don’t, they mustn’t do it. Anybody who makes a mistake is out – they can’t continue playing the game. How many people are still in after three minutes? You will need to prepare a lot of instructions (but some can be repeated). Examples:

- Stand up.
- Don’t stand up.
- Simon says ‘Stand up’.
- Simon says ‘Don’t sit down’.
- Close your eyes.
- Don’t touch your nose.
- Simon says ‘Don’t open your mouth’.
- Pick up your pen.
- Go to sleep.

When you’ve played it once, do it the other way round: students give you instructions in turn. Or get them to play the game in groups (for example, with three of the group giving instructions in turn, and five carrying them out).

Vocabulary expansion: directions Revise or teach expressions that are likely to be used when giving directions. For example:

- Take the first/second/etc on the left/right.
- Turn right/left at …  Go straight ahead
- crossroads  roundabout  T-junction  traffic lights

Then get students to write (or say) directions from one well-known local place to another, using imperatives.

Instructions Students (or you and the class together) write imperative instructions for some simple action (e.g. boiling an egg, lighting a fire). Help with vocabulary.

An asterisk (*) indicates an incorrect form or use. ➔ Section 10 continues
**Mime: extending Exercise 2** Students take turns to make more suggestions like those in Exercise 2, without speaking. The class say what they think the suggestion is. ('Let’s sing.') Help with vocabulary if necessary.

---

**page 143**

**language notes**

Verbs with two objects may continue to cause some difficulty: the structure with the indirect object first (e.g. *She gave me her phone number*) can seem strange to speakers of languages which don’t have a similar pattern. However, common examples of the structure (*send me …*, *give me …*, *tell me …* etc) are very frequent, and will have helped students to get used to the pattern. Look out for mistakes with verbs that don’t work like this:

*Can you explain me this word?
*She suggested us a very good restaurant.

The passive version of this structure (e.g. I was given some useful advice) is rare in other languages, and is strange and difficult for almost all students. See page 97 for explanations and practice.

**possible further activities**

**Presents** Students say what presents they gave other people for their birthdays or on other occasions. ('I gave my father some music for his birthday.)

**Vocabulary expansion: memory game** Everybody in the class gives you something (as many different kinds of thing as possible). Make sure everybody knows the names of the various things. Then put the things where the students can’t see them. Students work in pairs and try to write sentences saying what everybody gave you. Can they remember everything? ('Sandra gave you a lipstick. Peter gave you a pen. Lee gave you his watch. …')

---

**page 144**

**language notes**

Word order in this structure may cause problems:

*I had X-rayed my back.
*We must get serviced the car.

And some students may use the wrong verb, or a completely different structure.

*I must let/make clean my raincoat.

**possible further activities**

**Having/Getting everything done** Students imagine that they are very rich. They write sentences to say what they have/get done for them. ('I have my bed made by the servants. ’I get all my love letters written by my secretary.)

---

**page 145**

**possible further activities**

**Vocabulary expansion (1)** Teach some formulaic exclamations that might be used to express appreciation of a present. For example:

What (a) beautiful …!  What (a) lovely …!  What (a) remarkable …!
What (a) wonderful …!  What (an) interesting/unusual/elegant …!

Then tell students, in pairs, to give each other as ‘presents’ anything that they have on their desks or in their bags, and to reply accordingly. ('What a beautiful dictionary!' 'What remarkable aspirins!')

➔ Section 10 continues
**Vocabulary expansion (2)**  Bring some small things into the classroom that students may not know the names of. For example:
- a stapler, a paperclip, a hairgrip, a bottle-opener, a plug, a funnel, a skewer, a toilet roll, a magnifying glass, a keyring

Teach the names of the things. Then give them to students as ‘presents’. They answer as above.

**Actions**  Individually or in small groups, students perform or mime common actions. The class compliment them enthusiastically, like this:
- How well/beautifully/wonderfully/elegantly you dance/jump/sing/smile …!

---

**possible further activities**

**The one good thing**  Tell students to remember or imagine a school/university they disliked, or a bad holiday, or a bad hospital experience, that had just one good aspect. Get them to complete one or more of the following sentences:
- School was bad, but I did enjoy …
- School was bad, but they did …
- The holiday was awful, but I did enjoy …
- The time in hospital was bad, but I/they did …

**Internet**  Students see if they can find interesting sentences on the internet containing the words “but they did find” or “but they did manage”.

---

**page 147**

**language notes**

Look out for the common mistake *Is important to …* etc instead of *It's important …*.

**possible further activities**

**Personalisation**  Get students to complete some or all of the following sentences with their own ideas:
- It's easy to …
- It's hard to …
- It's impossible to …
- It's silly to …
- It's good to …
- It's (not) important to …
- It's (not) necessary to …

**What is important?**  Individually or in groups, students choose an activity that they know something about, and then write a few sentences about it, using ‘It’s (not) important to …’ and ‘It’s (not) necessary to …’. Help with vocabulary where necessary. Possibilities (if they need suggestions): a sport; studying; dressing well; getting on with people; driving; bringing up children; learning a musical instrument; learning a language; teaching.

**Journey times**  Choose two places that the students know about, and ask them to write a sentence estimating the travelling time between them (by car, on foot, by train, by air, by bicycle), as follows:
- It takes … to go from … to ….

How much agreement is there among the students?

➔ Section 10 continues
language note

A cleft sentence beginning with *What* will normally have a singular verb (because *what* is singular), even if the following complement is plural:

*What I want for my birthday is diamonds.* (not … *are diamonds.*)

possible further activities

**Shifting the blame** You accuse one of the students of something ridiculous (e.g. stealing your bike). The student immediately blames someone else, who blames someone else, and so on – as quickly as possible. Like this:

YOU: Marco, you stole my bike!

MARCO: It wasn’t me that stole it, it was Lee!

LEE: It wasn’t me that stole it, it was Kristina!

e tc, right round the class.

**Personalisation** Students complete the following sentence:

What I want for my next birthday is …

**Internet** Students look for interesting sentences on the internet beginning “What we need is”.

**Cartoons** The first cartoon is one of those that cannot be explained – some people find it funny, some don’t. The second may need some explanation: it depends on familiarity with the traditional fortune-teller’s predictions: ‘You will go on a long journey’, ‘You will meet a tall dark man’, etc.

---

pages 150–151

language notes

By ‘phrasal verbs’ we mean two-part verbs in which the second part is an adverb particle (e.g. *break down*, *cut up*, *throw away*). We don’t include verbs in which the second part is a preposition (e.g. *look at*, *listen to*, *jump over*); these are practised on pages 298–299.

Note that some adverb particles and prepositions have the same form (e.g. *up*, *down*, *off*, *in*). However, the meanings are often different: compare *up in* *cut the potatoes up* (= ‘completely’) and *run up the hill* (= ‘to a higher place’). The distinction between the two kinds of verb (and between a preposition and an adverb particle) may be hard for students to grasp; at this level it is more important for them to use a few common two-part verbs correctly than to have a theoretical understanding of the point.

There are a few grammatical differences between phrasal and prepositional verbs, particularly to do with word order: for example we can say *I cut the potatoes up* but not *I ran the hill up*. (This is a good way to tell whether a particular combination is phrasal or prepositional.) Also, some phrasal verbs are intransitive (e.g. *go away*, *come back*), while all prepositional verbs have objects.

Many phrasal verbs are rather conversational in tone, and one-word verbs may be preferred in a formal style: compare *go on* and *continue or turn up* and *arrive*.

Students and teachers often regard phrasal verbs as a grammatical problem area, and spend a lot of time working on lists of them, studying the differences between, say, *turn up*, *turn off*, *turn out*, *turn down* etc, or *turn up*, *give up*, *break up*, *hold up* etc. Phrasal verbs may certainly need some special attention: if students don’t have a similar structure in their mother tongues, they are likely to avoid phrasal verbs and prefer one-word verbs.
However, apart from the word-order question, we feel that phrasal verbs are best seen as vocabulary – just words which happen to have a space in the middle – and best learnt separately as they arise, like other kinds of vocabulary. Trying to learn *turn up*, *turn off*, *turn out*, *turn down* etc together is a bit like trying to learn lists of single words that begin or end in the same way (e.g. *persuade*, *perform*, *perceive*, *permeate* or *institution*, *constitution*, *destitution*, *restitution*): a guaranteed recipe for confusion.

**possible further activities**

Acting out phrasal verbs This is quite a difficult exercise, but students who like miming/acting may enjoy it. Run over the phrasal verbs on pages 150–151 and make sure students know them all. Then give out cards with sentences containing some of these phrasal verbs or other well-known ones. Students have to act out their sentences (they can speak if they want to, but they can’t use the verb); the class has to say what each phrasal verb is. Some suggested sentences:

- Come back!
- Go away!
- Hurry up!
- You’re filling in a form.
- You’re washing up.
- You’re filling up (the car) with petrol.
- You’re filling up a glass.
- Look out!
- You’re looking round (in a shop).
- You’re waking up.
- You’re switching the lights off.
- You’re switching the TV on.
- You’re giving up smoking.
- Pick that thing up!
- You’re putting clothes on.
- You’re taking clothes off.
- You’re cutting up onions.
- You’re cutting up wood.
- You’re tearing up a letter.

**The text** This can just be treated as a piece of ‘no-hassle’ reading. Or you can ask students to find the eleven phrasal verbs. They are:

- tidy up, pick up, lying around, throw out, give back, take down, put up, sort out, throw away, put on, sit back