

Teaching Plan

Five Phrasal Verbs of “Take”

Group 6

HE YINGYAN, Angela (11371284)

ZHONG LING, Aring (11361588)

CHONG CHI HING, Kenny (11372317)

AU WING YEE, Jessie (11373646)

CHAN FUN MAN, Ted (11385936)

Target students:	Senior Secondary
Time duration:	50 mins
Corpus Used:	Lextutor Concordance COCA
Learning objectives:	<ol style="list-style-type: none">1. To help students differentiate the meanings among “take over”, “take against”, “take off”, “take apart” and “take after”.2. To guide students in exploring corpus data and summarizing language use patterns3. To provide student with various opportunities to produce language outputs

Step 1: Warm Up Activity (2 minutes)

Match the words to the pictures.

- A. Take apart
- B. Take against
- C. Take off
- D. Take over
- E. Take after



Teacher Tips: This warmup activity aims to test whether students understand the basic meaning of each phrasal verb. Then, teachers can check the answers with the whole class and move to the next step.

Step 2: Self-Induction and Group Discussion (18 minutes)

Students will be divided into groups. Each group will be given 5 sentences selected from the corpus.

Each student will have 1 minute to observe the concordance at first.

Later, students discuss what they find from the same phrasal verb in sentences.

Notice: not all of the phrasal verbs have other different meanings

001. ☐ vised of the action which the Pursuer intended to TAKE AGAINST her. That the Defender signed the Ant
002. ☐ ence throwing away the point which they sought to TAKE AGAINST the validity of the service of the su
003. ☐ ays work, and the precautions that people have to TAKE AGAINST that eventuality may in themselves be
004. ☐ lice informed of the steps which they proposed to TAKE AGAINST Drummond; (b) to advise the deceased
005. ☐ eased informed of the steps that they proposed to TAKE AGAINST Drummond, and in particular to warn h

001. ☐ orrors the movie is dealing with. But slowly they TAKE OVER as Alain Delon (LIFE, Sept. 15), playing [US_brown]
002. ☐ ce Texas was a republic". It permits the state to TAKE OVER bank accounts, stocks and other personal [US_brown]
003. ☐ ial contribution? Could an employee's garden club TAKE OVER partial care of plant grounds? Would a c [US_brown]
004. ☐ nner hours and that Lester Lanin's orchestra will TAKE OVER during the dancing. As for food, Mrs. He [US_brown]
005. ☐ her services. The decree allows the government to TAKE OVER public utilities and businesses. A cabin [UK_bncw]

021. ☐ was bad luck for a crew chief to watch his plane TAKE OFF on a combat mission. Yet long before the [US_brown]
022. ☐ Perhaps he'll come back this way. (ROS starts to TAKE OFF his belt.) No, no, no! -- if we can't lea [UK_bncw]
023. ☐ y American gesture, and dropped into Navy slang. "TAKE OFF, fly-boy"! "Uh- sorry"! he muttered, and [US_brown]
024. ☐ el firms sell tours of outer space And aeroplanes TAKE OFF without a sound And Tulse Hill has become [UK_bncw]
025. ☐ when you leave the laboratory, always remember to TAKE OFF your gloves and check your hands in front [UK_bncw]

001. ☐ dye has reached the bottom of the gel about mins TAKE APART the apparatus and gently prise the gel
002. ☐ certainly better than to have a whole machine to TAKE APART my first machine was um a Tandy model o
003. ☐ lysis done immediately I also strongly suggest we TAKE APART our F O B overhaul the B O B think abou
004. ☐ g as as like you were saying it s not too hard to TAKE APART and put back together i ll try it uh hu

006. ☐ really good looking don't you? My dad? Yeah Oh I TAKE AFTER him an'all in that Yeah I think your fa
007. ☐ eally? Yeah! Cor he's massive! Well Matthew don't TAKE AFTER him. Why? Cos he isn't no taller than y
008. ☐ . It's too that actually do some . These she must TAKE AFTER them! Oh dear, I said well give it some
009. ☐ you know must be like Nana Mm, yeah, I think you TAKE AFTER your grandma Well I had me hair cut as
010. ☐ hitting my balls ugh. streak in you. Yeah well I TAKE AFTER my mum. Do you. Do you have er young bo
011. ☐ Pearl said what's in them when they're born what TAKE AFTER their mother and their father that'll c

Teacher Tips: This activity aims to introduce the corpus materials to students and expect students can conclude the other meanings of the phrasal verb inductively.

Step 3: Presentation (5 minutes)

Teachers help conclude students' discussion outputs and present the meaning of phrasal verbs by drawing the following mind map.



Teacher Tips: The presentation session will help students understand the meaning of the five phrasal verbs.

Step 4: Matching Exercise (2 minutes)

Match the phrasal verb to the corresponding meaning.



- | | |
|-----------------|--|
| A. Take apart | • to leave the ground, as in leaping or in beginning a flight in an airplane |
| B. Take against | • seize and take control without authority and possibly with force |
| C. Take off | • to resemble in appearance, character, behavior |
| D. Take over | • to start to dislike, especially without good reason. |
| E. Take after | • to separate (something) into component parts |
| | • to remove or to get rid of something |

Teacher Tips: The matching exercise will help students consolidate and strengthen the understanding of phrasal verbs.

Step 5: Fill in the Blanks (2 minutes)

Complete with the correct phrasal verbs.
Pay attention to the tense.

against

-to start to dislike

over

-to get control of something

Take

after

-look like; resemble

off

-leave the ground and fly
-remove clothes

apart

-take something to
pieces

- a) The plane _____ at 8:30.
b) We _____ the engine _____ to see what the problem was.
c) I _____ my jacket _____ and left it on the coat hanger.
d) The officers _____ and forced his abdication in 1947.
e) Tom _____ judicial proceedings _____ his father.
f) I hope the children don't _____ their grandfather.

Teacher Tips: This activity will help students comprehend the phrasal verbs associated with the context.

Step 6: Find Out the Phrasal Verb Partners (5 minutes)

Please circle the phrasal verb in the concordance

Identify the word class of the words underline. Try to conclude the grammar rules.

Example: The mechanic had to take apart the whole engine to find the cause of the problem.

noun

1. The pilot took off smoothly.
2. Would you please take off your coat?
3. It is known that his sons will take over his business when he retires.
4. She takes after her mother; she has the same chestnut hair and dark-gray eyes.
5. The legal actions taken against corporate directors or officers as remedies for their breaches of duty are generally classified as either derivative lawsuits or nonderivative lawsuits.
6. Tobacco and insurance giant BAT Industries moved up after signing a joint venture agreement to take over a cigarette manufacturing business in the Ukraine.

(All concordances are selected from the Lextutor corpora.)

Teacher Tips: This activity will help students have the basic understanding of the phrasal verb collocation. The detailed learning of collocation will follow this class.

Step 7: Oral Practice (15 minutes)

Four students work in a group.

And each student in a group makes a sentence one by one to form a story.

You can use the following chart to support your story creation.

* Use different phrasal verbs correctly can get extra points!

Name	Sentence	Points

Teacher Tips: This activity aims to let students have an oral practice and also test whether students can use phrasal verbs correctly or not.

Step 8: Homework (choose one homework you like)

1. Writing

Write down story of the group or another story of yourselves (phrasal verbs should be included and within 6 sentences).

2. Mind Map

Students are required to search other “take” phrasal verbs through COCA at home and conclude what you find in a mind map.



Suggested Answers

Step 1:



Step 4:

- | | |
|--------------|--|
| Take apart | • to leave the ground, as in leaping or in beginning a flight in an airplane |
| Take against | • seize and take control without authority and possibly with force |
| Take off | • to resemble in appearance, character, behavior |
| Take over | • to start to dislike, especially without good reason. |
| Take after | • to separate (something) into component parts |
| | • to remove or to get rid of something |

Step 5:

- a) The plane **will take off/takes off** at 8:30.
- b) We **took** the engine **apart** to see what the problem was.
- c) I **took** my jacket **against** and left it on the coat hanger.
- d) The officers **took over** and forced his abdication in 1947.
- e) Tom **took** judicial proceedings **over** his father.
- f) I hope the children don't **take after** their grandfather.