UNIT ONE:
Lesson 1 .................................................. 2
Lesson 2 .................................................. 3
Lesson 3 .................................................. 4
Lesson 4 .................................................. 5
Lesson 5 .................................................. 6
Mid-Unit Review ........................................ 7
Lesson 6 .................................................. 8
Lesson 7 .................................................. 9
Lesson 8 .................................................. 10
Lesson 9 .................................................. 11
Lesson 10 ............................................... 12
Unit One Review ........................................ 13

UNIT TWO:
Lesson 11 ............................................... 16
Lesson 12 ............................................... 17
Lesson 13 ............................................... 18
Lesson 14 ............................................... 19
Lesson 15 ............................................... 20
Mid-Unit Review ........................................ 21
Lesson 16 ............................................... 22
Lesson 17 ............................................... 23
Lesson 18 ............................................... 24
Lesson 19 ............................................... 25
Lesson 20 ............................................... 26
Unit Two Review ........................................ 27

UNIT THREE:
Lesson 21 ............................................... 30
Lesson 22 ............................................... 31
Lesson 23 ............................................... 32
Lesson 24 ............................................... 33
Lesson 25 ............................................... 34
Mid-Unit Review ........................................ 35
Lesson 26 ............................................... 36
Lesson 27 ............................................... 37
Lesson 28 ............................................... 38
Lesson 29 ............................................... 39
Lesson 30 ............................................... 40
Unit Three Review ...................................... 41

Photocopiables ............................................ 42-56
INTRODUCTION

Idioms and phrasal verbs are an integral part of the English language, but are among the most challenging aspects of learning English as a second or foreign language. This two-level low intermediate series is designed to help students develop their ability to recognize, understand and use high-frequency phrasal verbs and idioms in authentic contexts in both written and spoken form. The exercise types in this series take into consideration students’ varying learning styles as well as providing practice in different skill areas.

The phrasal verbs and idioms presented in the series are those most commonly seen and heard in everyday conversations, both in professional and personal settings. In addition, phrasal verbs and idioms which have appeared in TOEFL tests are included.

Phrasal verbs (i.e. find out, give up) are presented in the first level since students can quickly learn to identify the pattern “verb plus preposition.” Idioms (i.e. jump to conclusions, hit the roof) provided in the second level are more difficult to master since there are no systematic patterns for students to learn. Within each level, the phrasal verbs and idioms are grouped according to semantic similarity, and are consistently reviewed and recycled.

LESSON OUTLINE: Procedures

Zero In! Phrasal Verbs in Context consists of 30, two-page lessons that are grouped into three units. At the end of Lessons 5, 15, and 25, students review the expressions from the past five lessons in a crossword puzzle. A more extensive, four-page review occurs at the end of each unit.

Each of the 30 lessons is organized according to the following structure:

LOOK IT OVER

Each lesson introduces three or four phrasals with definitions and example sentences. The phrasals chosen for each lesson are semantically linked. In arranging the phrasals into meaningful clusters, each lesson contains phrasals that would occur naturally together in real-life situations.

The phrasals have also been arranged according to their verb stems. All phrasals with the same verb stem are contained within one unit, but are spread out over several different lessons in that unit. This approach allows students to learn the individual meanings separately, but review them all together and compare/contrast them at the end of the unit. For example, all of the phrasals with the stem get (get along with, get back, get on, get in, get off, get out of, get over, get through, get up) are introduced in various lessons in Unit One. Students work with each get phrasal separately as they learn its unique meaning. By the end of Unit One, students are ready to contrast the different meanings of the get phrasals in the review exercises.
Many of the phrasal verbs are followed by (S). This indicates that the phrasal verbs are separable. In separable phrasal verbs, a direct object may appear between the parts of the verb. For example, the phrasal verb put on could be used in either way:

He put on his boots before he left for school. OR He put his boots on before he left for school.

If (S) does not appear, the phrasal verb that is defined is inseparable and cannot be separated by an object.

- Have students read through the definition and example sentences of the first phrasal verb silently.
- Review definition. Clarify meaning. Check if (S) follows the phrasal verb. (Is the phrasal verb that is defined separable or inseparable?)
- Read the example sentences. Continue with other phrasal verbs.
- As an extension, teacher may have class write further example sentences.

**CHECK IT OUT**

The presentation and definition section is followed by three or four one-panel cartoons that illustrate the meaning of each phrasal. Students are asked to write the appropriate phrasal on the line below each cartoon. This process of looking at the cartoon, thinking about which phrasal it represents, and finally writing the correct words on the line solidifies meanings in students’ minds. The material is presented in more than one modality so that students with varying learning styles (i.e. visual, auditory, tactile) can all learn efficiently. By both seeing (a picture) and then writing (words), students use different learning modes.

- Have students work individually. Have them look at the cartoon and decide which phrasal verb completes each statement.
- Compare answers with a partner.
- Go over the answers as a class.

**THINK IT OVER**

This section of the lesson provides exercises that give specific practice in understanding and using the expressions in authentic-type situations. The exercises and activities simulate real life situations and are personalized whenever possible. Students are asked in a matching exercise, for example, where they would go to look up specific pieces of information. In an identification exercise, they are asked to point out the types of food they would give up if they were going on a diet.

- Go through explanations in the student book. Have students work individually, in pairs, or in small groups, depending on the exercise.
- Discuss answers as a class.

**TAPESCRIPT**

A listening exercise is included at the end of each lesson since phrasals/idioms are so frequently used in conversations. These exercises take the form of short dialogs or reading passages followed by comprehension questions. The purpose is to give students practice in hearing the phrasals/idioms used in natural speech.

- Play the tape. Have students listen for answers.
- Discuss answers as a class. Teacher may choose to play the tape again.