

## LET'S HAVE A PARTY!

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### LEVEL

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Intermediate to Advanced

### LANGUAGE FOCUS

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Speaking, listening (primary focus); reading (secondary focus).

### GOALS

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Students will practice phrasal verbs related to life experiences and planning a party.

### MATERIALS

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- Teacher: whiteboard/chalkboard, markers or chalk, printer and copier.
- Students: pencils or pens, notebooks or writing paper

### PREPARATION

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This week's Teacher's Corner provides students opportunity to practice using phrasal verbs related to life experiences and planning a party.

1. Read through all the materials carefully.
2. This phrasal verb activity begins with a warm up activity to provide students with more structured practice using phrasal verbs. However, more advanced classes can skip Part 1 depending on class time.
3. Print copies of the Find Someone Who cards in Appendix 1. Each student will need a card.
4. Print copies of the Party Planning sheet in Appendix 2. During that part of the activity, students will be in groups of three to four students. Each group of students will need one Party Planning sheet.
5. Have a copy of the Party Planning Answer Key in Appendix 3 to check answers with the students.
6. Appendix 4 contains additional materials on phrasal verbs that can be printed out and shared with the class.

### PROCEDURES

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#### **Part 1 – Warm Up: Find Someone Who...**

1. Provide each student one of the Find Someone Who cards in Appendix 1.
2. Have the students read through the ten items on the card and answer any vocabulary questions they may have.
3. Next, instruct the students to form questions they can ask their classmates on a sheet of paper.
  - a. For example: Find someone who always wakes up on time can be changed to the question: Do you always wake up on time?
    - i. Note: More advanced classes can skip this step of the activity, so that students have to think up the questions while doing the activity for added challenge.
4. When students have finished creating questions for each of the *find someone who* statements, have the students stand up and move around the classroom. Students should ask their

classmates the questions they have written. Once a student finds someone who answers the question positively, that student should write that person's name in the blank.

5. The warm up continues until the students have filled in as many blanks as they can.
  - a. Note: Depending on your class, not all the blanks may be filled in as students may not match the statements.
6. End the activity by having the students return to their seats and share with the class what they discovered about their classmates.

## **Part 2 – Planning a Party**

1. Begin this part of the activity by asking students to form small groups of three to four students per group.
2. Have the groups decide which student will be the organizer for the group. The organizer will have the Party Planning sheet in Appendix 2.
3. Next, have the group work together to put the phrasal verbs at the bottom of the Party Planning sheet into the correct blanks in the questions. Each phrasal verb will be used once.
4. Once the groups have placed the phrasal verbs in the questions, review them as a class. Students should correct any mistakes and ask any questions they have.
5. After the phrasal verbs have been reviewed, have the groups start a discussion around the questions and organize a party. The student with the Party Planning sheet should ask the questions and the rest of the students should respond. The organizer should write down the group's answers on the Party Planning sheet underneath each question.
6. Once all of the groups have organized a party, have each group present their party ideas to the class.
  - a. If your class has studied [Reported Speech](#), the groups can present their party ideas using reported speech. For example: *I said we should stay up late, but the group said we should have the party early.*

## **Optional Activity:**

If time permits have the students act out a party in class. Students should stand up and walk around the class like they would at an actual party. The questions they created in the Find Someone Who warm up are great questions to 'break the ice' or get to know someone new!

## Appendix 1: Find Someone Who

- 1 \_\_\_\_\_ always wakes up on time.
- 2 \_\_\_\_\_ always picks up after himself/herself.
- 3 \_\_\_\_\_ has taken up a new hobby this year.
- 4 \_\_\_\_\_ usually puts everything off until the last minute.
- 5 \_\_\_\_\_ puts off doing his/her homework.
- 6 \_\_\_\_\_ was brought up in the countryside.
- 7 \_\_\_\_\_ likes to stay up late.
- 8 \_\_\_\_\_ likes to dress up in nice clothes.
- 9 \_\_\_\_\_ is too busy to hang out with friends.
- 10 \_\_\_\_\_ likes making up stories.

- 1 \_\_\_\_\_ never wakes up on time.
- 2 \_\_\_\_\_ always picks up after himself/herself.
- 3 \_\_\_\_\_ has taken up a new hobby this year.
- 4 \_\_\_\_\_ usually puts everything off until the last minute.
- 5 \_\_\_\_\_ puts off doing his/her homework.
- 6 \_\_\_\_\_ was brought up in the countryside.
- 7 \_\_\_\_\_ likes to stay up late.
- 8 \_\_\_\_\_ likes to dress up in nice clothes.
- 9 \_\_\_\_\_ is too busy to hang out with friends.
- 10 \_\_\_\_\_ likes making up stories.

## Appendix 2: Party Planning

Directions: Organize a party with your friends. Begin by using the phrasal verbs at the bottom to fill in the blanks. Then organize your party by answering the questions as a group.

1. Who can \_\_\_\_\_ music for the party?
2. Should we \_\_\_\_\_ or wear casual clothes?
3. At whose house should we have the party? Who can \_\_\_\_\_ early and help prepare?
4. Who can help \_\_\_\_\_ decorations?
5. Should we end the party early or \_\_\_\_\_ late?
6. Who can help \_\_\_\_\_ when the party is over?
7. Should we play games at the party or just \_\_\_\_\_ and relax? If we play games, what games should we play?
8. Should we \_\_\_\_\_ before or after the party? If so, where should we go? What should we do?

**go out**

**clean up**

**put up**

**hang out**

**dress up**

**stay up**

**bring over**

**come over**

### Appendix 3: Party Planning Answer Key

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1. Who can **bring over** music for the party?
2. Should we **dress up** or wear casual clothes?
3. At whose house should we have the party? Who can **come over** early and help prepare?
3. Who can help **put up** decorations?
4. Should we end the party early or **stay up** late?
5. Who can help **clean up** when the party is over?
6. Should we play games at the party or just **hang out** and relax? If we play games, what games should we play?
7. Should we **go out** before or after the party? If so, where should we go? What should we do?

Appendix 4: Optional Phrase Verb Infographics

# ★ PHRASAL VERBS: BIRTHDAY PARTY ★

**BLOW UP**

to make something larger because of air, etc.  
We blew up balloons for the party.



**TURN UP**

to increase the level of production  
(e.g. heat, volume, etc.) of a machine  
It's too quiet for a party. Turn up the music!

**BLOW OUT**

to use your breath to make  
a flame stop burning  
Don't forget to make a wish when you blow out the candles.



**PULL OFF**

to succeed in doing something  
difficult and possibly sneaky  
I didn't think we could keep the birthday party  
a surprise all week, but we pulled it off!



American English at State



# PHRASAL VERBS: PARTY!

## GO OUT

to leave home and go somewhere, especially to do something enjoyable

For New Year's Eve, let's go out to a club.

## DRESS UP

to wear more formal or fancier clothes than you usually wear

The party is at a nice place, so I will dress up.

## HANG OUT

to spend time relaxing, usually with friends

Instead of a big party, I'll invite a few friends to hang out at my house.

## PICK UP

to meet someone at their home to go somewhere, often in a car

The party is at 8:00, so I'll pick you up at 7:30.

## EAT OUT

to eat in a restaurant

It's the holiday season, so I will be eating out a lot.

