Transitive and Intransitive Verbs
Getting Along at Work

Activity type: Categories
Level: Low-Intermediate
Purpose: Students practice identifying transitive and intransitive verbs. Students read a text that includes transitive and intransitive verbs while other students listen and categorize the verbs in a chart.

Set-up: Pairs or small groups
Time: 5 minutes to prepare / 15 minutes to do the activity
Materials Preparation:
1. Make one copy of the Student’s Page for each student.
2. Be sure each student has a pen or pencil.

Procedure
1. As a warm-up, ask students what they would do if they disliked a new job. For example, Would you resign or would you keep your job? Encourage a brief discussion about reasons why someone might not like a job.
2. Pass out one Student’s Page to each student, then put the students in pairs. Ask each student to choose the role of either Reader or Writer. (There must be one Reader and at least one Writer per pair or group.)
3. Tell students to fold the paper in half so they see only their part. Give a few minutes for Readers to read the e-mail silently and for Writers to look over the phrases in the word box.
4. Make sure students understand the instructions on the Student’s Page. Model a slow, clear reading of the first sentence for the Readers.
5. Show the Writers the word help in the word box, and point out that it is written in the column under Transitive. Repeat the first sentence from the Reader’s e-mail and emphasize the phrase help me (help = verb, me = object). Tell them to listen to the Reader for each verb in the word box, notice whether it is used as a transitive verb or an intransitive verb, and write the verb in the correct column.
6. Have students complete the activity. Walk around and offer help as needed.
7. To check answers, copy the chart from the Student’s Page onto the board. Have a volunteer Reader read the paragraph to the class as volunteer Writers complete the chart.

Answers:
Transitive:
help
like
need
trust
discuss
explain
has
Intransitive:
begins
arrive
work
seemed
feel
resign

Follow-up
1. Ask students to work in pairs to circle the object for each transitive verb. Review answers as a class.
2. Have the class brainstorm what Martin should do. Ask students to work in pairs or small groups to write a short reply to his e-mail. They can use the verbs from the word box and add their own. Ask volunteers to share their e-mails. Have the class identify the transitive and intransitive verbs in the e-mails.
Transitive and Intransitive Verbs | Categories

Getting Along at Work

Work in pairs or in groups. One student is the Reader. Other students are Writers. Fold the paper in half so only your part is showing.

For the Reader:
Read the e-mail aloud. When you finish, read it aloud again. Be sure to speak slowly and clearly so other students can take notes.

Hi everyone,

Please help me. I don’t like my new job. For one thing, the day begins very early. I arrive before 7:00 every morning. The office isn’t very comfortable. We work in a large open space. It’s too noisy. I really need a private office. Another problem is my team leader. I don’t think I can trust her. She seemed nice at first, but lately she’s been unfriendly. Should I discuss my concerns with my boss? I tried to explain my feelings to a co-worker, but he didn’t listen to me. I don’t think he has the same concerns. I feel confused. Should I resign or stay? I hope you can give me some advice.

Talk to you soon,
Martin

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For the Writer(s):
Listen to the Reader. Look at the verbs in the word box. When you hear the Reader use a verb from the word box, decide if it is transitive or intransitive. Write each verb in the correct category below.

<table>
<thead>
<tr>
<th>Help</th>
<th>Work</th>
<th>Seemed</th>
<th>Has</th>
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</thead>
<tbody>
<tr>
<td>Like</td>
<td>Need</td>
<td>Discuss</td>
<td>Feel</td>
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<td>Trust</td>
<td>Explain</td>
<td>Resign</td>
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<td>Arrive</td>
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<table>
<thead>
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<th>Transitive</th>
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