

FUN WITH PHRASAL VERBS

AGE/ LEVEL: teenagers, intermediate +

AIMS: to practise phrasal verbs in a pleasant way

SKILL FOCUS: speaking

TIME: 20-30 minutes

CLASS SIZE: 15/20-30

MATERIALS: - 20/25 cards with phrasal verbs (for each group)

- 20/25 cards with their synonyms or antonyms (see samples in **Worksheet 1**).

CLASS INTERACTION: groups of 3/4 players

1. MINGLE – JINGLE

- Shuffle the cards and give three cards to each player. The players have to negotiate cards. If Player 1 thinks that Player 2 may have the phrasal verb (or a synonym/antonym) which he needs, he asks him. If Player 2 has it, he must give it to the first player to make a pair.
 - Player 1 must then make a sentence with his phrasal verb. If he makes a good sentence, he has the right to ask for another card from somebody else. But if he does not know the meaning or he makes a wrong sentence, another player can challenge him and if this player makes a correct sentence, he wins the pair of verbs. If Player 2 does not have the card Player 1 asked for, the former has to take another card from the pack on the table and it is then Player 2's turn to ask someone for a card.
 - The winner is the one who has the most pairs of cards. An umpire is needed to check and record the sentences.
- Note:** - Each student from the group can be an umpire, in turns. The umpire has a list of the phrasal verbs with the corresponding synonyms/antonyms and/or a dictionary and he can accept a sentence (even it is not correctly formed) if the verbs are well chosen and the message is understood.

Variant 1

- Prepare cards with short utterances (see samples of in **Worksheet 1**).
- Divide the class into teams. When their turn comes, players have to draw a card and provide an appropriate sentence, containing a prepositional/phrasal verb (see samples in **Worksheet 1**). Or: one team have to read out one sentence at a time, while players in the other team have to read out the matching replies.
- The umpire keeps the score. A correct sentence earns two points. If helped, the player gets one point. With more advanced students, it is more challenging to have a time limit for building the sentence.

Variant 2

- Prepare cards with prepositions/adverbials (see samples of cards in **Worksheet 1**). Divide the class into teams. One player from each team has to come and draw a card. He has to think of a verb that goes with that preposition/ adverbial and make a sentence. If necessary, he can be helped by his team. An umpire keeps the score (see Variant 1).

2. ROULETTE

- Play it in groups of at least three students. For each group, you will need a "roulette wheel", e.g.: a large piece of paper laid out as in the diagram, in the centre of which you can spin a knife or other pointer (see **Worksheet 2**).
- Use 20-25 cards with phrasal verbs written on one side and numbers from 1 to 25 written on the other. Have another pack of 20-25 cards with the synonyms of the phrasal verbs (also numbered) to be used for help (see **Worksheet 1**).
- The first player spins the pointer. If it comes to rest pointing to a number (e.g. 5), the player takes the card having that number (5), turns it to see the phrasal verb and then makes a sentence with it.
- An umpire is needed to keep the score and to write down the correct answers. Any sentence can be challenged by any other participant. The umpire decides which sentence is correct or better. If the challenger is right, he gets two points and the player loses one point. The umpire can use the pack of synonyms to check the meaning.
- The jolly-joker means "help": if the pointer stops on it, the player takes another turn, and he can use that "help" whenever he needs it – that means he can look at the card with the synonyms of his phrasal verb if he is not sure of its meaning.

Variant 1

Use 20-25 cards with prepositions/adverbials written on one side (see **Worksheet 1**) and numbers from 1 to 25 written on the other. The players have to form a sentence by adding the preposition/adverbial to a verb.

Variant 2

Use cards with names of jobs/professions written on one side and number them (see **Worksheet 3**). When the pointer stops, the players have to provide a sentence specific to that job and containing a prepositional/ phrasal verb. If they need help they can use the corresponding verb cards with the same numbers.

Variant 3

You can use a board divided into squares and a dice (see **Worksheet 3**). The rules are the same.

NB: - The pronoun 'he' has been used just to keep the instructions simple.

- These games can also be adapted to play with other parts of speech, e.g. nouns, adjectives, or other types of verbs, e.g. irregular verbs. They can provide challenging and amusing revision. Pupils should be encouraged to make such cards; thus they can learn how to use dictionaries of synonyms/antonyms.