

**AIM**

To match phrasal verbs to pictures illustrating their meanings

**LANGUAGE**

Phrasal verbs

**SKILLS**

Speaking

**MATERIALS**

One copy of the worksheet cut up for each pair or group of three students

**HOW TO CUSTOMIZE**

You can change this worksheet on computer or by hand, using the customizable version.

Here are some ideas:

- Add your own pictures and words. The game can be played with any vocabulary items that can be illustrated.

**Pre-activity** (5 minutes)

- Explain that students are going to play a game in which they match phrasal verbs with pictures. Briefly review common phrasal verbs by writing gapped sentences on the board and eliciting the missing adverb/preposition, e.g.

*I grew \_\_\_\_\_ in a big city. (up)*

*I don't feel too well. I need to lie \_\_\_\_\_. (down)*

*I lent her some money, but she didn't pay me \_\_\_\_\_. (back)*

**Procedure** (15 minutes)

- Pre-teach/check the expressions students will need to play the game: *It's my/your turn; I'm/You're next; That's right/wrong; That picture matches/doesn't match the verb.*
- Put students into pairs or groups of three. Give each pair/group a set of jumbled verb cards and a set of jumbled picture cards. Tell students not to look at the verbs or pictures. Get them to lay out each set of cards separately, face down on the desk.
- Demonstrate the game with one pair/group. Students take turns to turn over one picture card and one verb card. If the cards match, the student then has to make a sentence using the phrasal verb in a meaningful context. Provided the sentence is accurate, the student keeps the cards and has another turn. If the sentence isn't accurate, or if the cards don't match, the student turns the cards over again, and play moves on to the next student. Emphasize that students mustn't change the position of the cards at any time in the game, as it is a memory game.
- Students play the game in their pairs/groups. Monitor and check that students are playing the game correctly. Try to encourage them to check each other's sentences, but be prepared to be the final judge if the pairs/groups disagree.
- Students play until all the cards have been matched. The student with the most cards is the winner.

**Extension** (15 minutes)

- Students continue working in their pairs or groups and use the phrasal verbs to write a story. The stories can be as realistic or as silly as you think appropriate. Students use as many of the verbs as possible in their story. Monitor and help with vocabulary as necessary. Students can then read their stories to the class and vote for the best one.