

Talk a Lot

Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

50+ Great Activities for Practising Phrasal Verbs

Pick a Group of Phrasal Verbs (e.g. 6-8 different phrasal verbs):

Meaning and Context

1. Are there any phrasal verbs that you know already? Explain each meaning and give an example sentence or situation where you might use it/hear it.
2. Use a dictionary to check the meaning(s) of each phrasal verb.
3. Match the definition cards (grey) with the phrasal verbs cards (white).
4. Take a handful of cards. Describe the phrasal verb on a card without saying it.
5. Make two piles of cards – phrasal verbs and definitions. Pick a phrasal verb card and say the definition, then try the activity vice versa.
6. Group the phrasal verbs by particle. Can you see any patterns in terms of form and meaning?

Form

1. Group the phrasal verbs by connecting sounds: (cv), (vc), (vv), or (cc).
2. Put all of the transitive* phrasal verbs into a group. (*pv's that take an object)
3. Put all of the intransitive* phrasal verbs into a group. (*pv's that don't take an object)
4. Put all of the separable* phrasal verbs into a group. (*trans. pv's that take an object before or after the particle)
5. Put all of the inseparable* phrasal verbs into a group. (*trans. pv's that take an object after the particle only)
6. Using the IPA, group together phrasal verbs that contain the same vowel sounds.
7. Using the IPA, group together phrasal verbs that contain the same consonant sounds.
8. Put phrasal verbs with silent letters* into a group. (*letters which are not pronounced)

Practice (Usage)

1. Put together two or more phrasal verbs into the same sentence.
2. Link phrasal verbs to make a story or dialogue/role play – one in each sentence.
3. Put the phrasal verbs into the four categories in the unit that you are studying.
4. Think of a subject and an object for each phrasal verb (where possible).
5. Think of an item that you could associate with each phrasal verb.
6. Put the phrasal verbs into groups of places where the actions could happen.
7. Put the phrasal verbs into groups to show what time of day the actions might occur, e.g. a) morning, b) afternoon, c) evening, d) night.

Memory Games

1. Put the phrasal verbs into alphabetical order.

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2. Put the phrasal verbs into reverse alphabetical order.
3. Make a chain of phrasal verbs: one, *then* one plus two, *then* one plus two plus three... etc. (Shopping List Game).
4. Set up a group of cards face up. Memorise the arrangement. Turn them face down. Try to find each phrasal verb by turning up the correct card first time.
5. How many phrasal verbs can you remember when they are all face down on the table?

*Pick an Individual Phrasal Verb
...and choose **one** of its meanings to explore*

Meaning and Context

1. Decide whether it has an idiomatic meaning, a literal meaning, or both.
2. Translate it into your language.
3. Say whether it can be replaced by a single verb. If it can, which verb?
4. Decide whether its tone is formal, informal, neutral, or slang.
5. Act it out without speaking – although you can make noises!
6. Draw a picture to represent its double meaning.
7. Analyse the words. Is it possible to try to guess the meaning from the words?
8. Say a sentence with the literal meaning, then the same sentence with the phrasal verb. Compare them. Which sounds better? Why?
9. Think of another phrasal verb that has the same or a similar meaning.
10. Think of another phrasal verb that is connected with the same topic.
11. Think of an opposite phrasal verb (if possible).
12. Think of another phrasal verb that uses the same verb. Compare the meanings.
13. Describe the usual meaning of the verb, without the particle. Does it relate in any way to the meaning of the phrasal verb?

Form

1. Decide whether it takes an object (transitive), no object (intransitive), or can be both.
2. If it is transitive, where can the object go? Is it separable (middle or end) or inseparable (end only)?
3. If it has a noun form, what is it?
4. If it has an adjective form, what is it?
5. Say whether another phrasal verb can be made by adding another particle.
6. What is the sound connection between the words – i.e. (cv), (vc), (vv), or (cc)?
7. Think of some more phrasal verbs that use the same verb.
8. Find one or more idioms that contain this phrasal verb.

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Practice (Usage)

1. Use this phrasal verb in a sentence to talk about a situation in your past.
2. Use this phrasal verb in a sentence to talk about a future situation.
3. Use the phrasal verb in a sentence on any topic (using a given verb form).
4. Use the phrasal verb in a sentence based on the topic (using a given verb form).
5. Think of two or more collocations with nouns.
6. Think of two or more collocations with adverbs.
7. Use it to ask a wh- question. The other student(s) answer... a) as themselves, b) as a role play character.
8. Use it to ask a yes/no question. The other student(s) answer... a) as themselves, b) as a role play character.
9. Use it to ask a question with "Have you ever...?" The other student(s) answer... a) as themselves, b) as a role play character.
10. Use it to ask a conditional question. The other student(s) answer... a) as themselves, b) as a role play character.