**Phrasal Verbs Games**

**Mime Game**

The most enjoyable and fun way to practice phrasal verbs is playing games. Getting students up and moving in the classroom is a great way to keep them focused. We write some of the more physical phrasal verbs on slips of paper and fold them up, placing them into a hat. Students can draw the phrasal verb and must act it out without using any words. You can decide whether hand-raising or calling out is better for this game. The person who guesses the phrasal verb correctly has to go next.

You can use the following phrasal verbs:

Stand up

Hang up

Switch on

Switch off

See off

Put on

Take off

Hand out

Hand in

Chase after

Cross out

Tear up

**Taboo**

Taboo is a card game that we can easily play in the classroom. We can make some cards. The idea of this game is that you must describe a word (in this case phrasal verb) without using the words on the card. Here is an example: for “grow up” a student could say: “This means when children are getting older.” The student can keep talking and finding more clues until another student finds the right answer, but they cannot use the word “grow” or “up”. They have to be more creative in their descriptions and might give a clue such as “When you are born, you are small, but you do this and become an adult”.

|  |  |  |
| --- | --- | --- |
| Hung up | Hung out | Take after |
| Look up to | Look after | Click on |
| Take after | Get on with | Bring up |
| Grow up | Drop off | See off |
| Take off | Check in | Check out |
| Set out | Get back | Go away |
| Dress up | Put on | Take off |
| Grow out of | Try on | Wear smth. out |
| Pass away | Go for | Wear smb. out |
| Give up | Tell smb. Off | See through |
| Run out of | Hand out | Look up |
| Make up | Break down | Look out |
| Pick on | Turn round | Throw away |

**Memory Game**

We prepare some cards with phrasal verbs and some with regular verbs which have the same meaning. We put all the cards face down and pair the students up. Each pair of students has the set of cards. What they have to do is to take turn flipping the cards.

e.g. Here we have “talk about” and here “get together”. They are not the same colour. We can indicate that these words do not go together. If they don`t know the translation of the words it is not a problem, they can just know by the colour that they don`t go together. The other person takes one more card and remember that it was also green and find the pair of words which match together “get together” – “meet”.

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| --- | --- |
| **Dress up** | **put on fancy or unusual clothes** |
| **Grow out of** | **become too big for** |
| **Put on** | **wear something** |
| **Take off** | **remove a piece of clothes** |
| **Try on** | **put a piece of clothes to see how it looks and whether it fits** |
| **Wear out** | **become old and unusable** |
| **Scroll up** | **move information up a computer screen** |
| **Click on** | **open a computer document using the mouse** |
| **Log on** | **start using a computer system** |
| **Scroll down** | **move information down a computer screen** |
| **Hang up** | **end a phone call** |
| **Switch on** | **make a computer start working** |
| **Drop off** | **take somebody to a place** |
| **Take off** | **plane leaves the airport** |
| **Set out** | **start a journey** |
| **Check in** | **register at a hotel** |
| **Get back** | **return from a place** |
| **Check out** | **leave and pay for a hotel** |
| **Take after somebody** | **look or behave like a relative** |
| **Get on with somebody** | **have a friendly relationship with somebody** |
| **Grow up** | **get older** |
| **Look after** | **take care of somebody** |
| **Bring up**  | **raise a child** |
| **Look up to**  | **admire or respect somebody** |

**Phrasal Domino**

I`ve written sentences with phrasal verbs on strips of paper and I`ve cut them in half in the middle of a phrasal verb. I`ve written on one side the first half of the sentence and on another card on this side I`ve written the end of the sentence. The students have to put the sentences in the correct order and make up the story.

|  |  |
| --- | --- |
| 1 | Melissa grew… |
| …up in a small village. | She was brought… |
| …up by her grandparents. | Melissa took… |
| …after her mother and she was very hard-working. | She really got… |
| …on well with her friends and grandparents. | But she looked… |
| …up to her grandfather.  |  |

|  |  |
| --- | --- |
| 1 | Betty comes in and kicks… |
| …off her high-heeled shoes. | She has to wear her new shoes… |
| …in, because her feet hurt. | Today Betty should dress… |
|  …up, because she has a date with her boy-friend. | She opens the wardrobe and tries… |
| …on her best dress. | She realizes that she has grown… |
| …out of this dress. |  |