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## PHRASAL VERB QUIZ GAME

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### LEVEL

Low-Intermediate to Advanced

### LANGUAGE FOCUS

Speaking, reading (primary focus); listening (secondary focus)

### GOALS

Students will increase their understanding of phrasal verbs through phrasal verb activities.

### MATERIALS

- Teacher: whiteboard/chalkboard, markers or chalk, a timing device, computer and projector.
- Students: pencils or pens, notebooks or writing paper.

### PREPARATION

This week's Teacher's Corner uses a popular quiz-game format to review phrasal verbs. In a Phrasal Verb Matching Game, there are five categories with each category having five questions or clues.

1. Read through all the materials carefully.
2. Download the Phrasal Verb Matching Game PowerPoint included with this week's materials.
  - a. The phrasal verbs used in the PowerPoint are focused on commonly used verbs: take, come, look, get, and bring. However, the Phrasal Verb Match Up cards and the PowerPoint can be changed to reflect other phrasal verbs that you may have taught in class.
3. Read through the PowerPoint Phrasal Verb Matching Game – Answer Key in Appendix 1 to review all the clues. In the PowerPoint, each clue has a definition for the phrasal verb and an example sentence. The students must correctly fill in the blank of the sentence. For example:
  - a. To begin or start a new hobby. I have decided to \_\_\_\_\_ the guitar and maybe start a band!
  - b. In the example above, the student needs to fill in the blank with *take up*. If they use the correct phrasal verbs, they earn the points for that clue.
4. Print out the Phrasal Verb Match Up cards in Appendix 2. Make one copy for each team of students. Cut the Phrasal Verb Match Up cards so that each word is on its own slip of paper. Each team of students should receive a total of 25 slips of paper.

**Note on the PowerPoint:** the PowerPoint works by clicking on the points in each box on the first slide. Clicking on the points will take you to the slide with the question for those points. Each question slide has a purple arrow at the bottom left. Click this arrow to return to the first slide.

## PROCEDURES

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### Part 1: Phrasal Verb Jeopardy

1. Begin the class activity by having the students form small groups. Each group should be between three to four students. These groups will work as a team to answer the clues and earn points.
2. Decide which team will go first.
3. The team to go first can choose the category at the top of the PowerPoint and then choose the points they would like to attempt.
4. For every clue, all the teams may attempt to answer. The team which raises a hand first is given the chance to answer first. If they are correct, they earn the points. If they are incorrect, another team may try to answer the question.
5. The team that successfully answers a clue is allowed to choose the next clue.
6. The game ends when all the clues have been attempted. The team with the most points wins the game.
  - a. For added difficulty, teams can lose points. If a team answers a clue incorrectly, they lose that many points from their overall score.

### Part 2: Phrasal Verb Match Up

1. Provide the teams with the Phrasal Verb Match Up cards and instruct the teams to create phrasal verbs with the cards. Give the students 5-10 minutes to complete the activity depending on level.
  - a. **Note:** The words the students are working with are the same as those in the PowerPoint game played in Part 1.
2. Once students have created phrasal verbs using the matching cards, have them write down the meaning of each phrasal verb or write down a verb with the same meaning.
  - a. For example, with the phrasal verb *take off* students can write down the verb *remove*.
  - b. The goal in this part of the activity is for the students to think critically about each of the phrasal verbs. Even though they are writing definitions, these definitions may be incorrect. At this stage of the lesson, that is acceptable. Other teams may rely on their memory of the material covered in the game in Part 1, and this is acceptable as well.
3. Next, with each team having phrasal verbs and definitions have them write sentences using each of the phrasal verbs.
  - a. Students may use the phrasal verbs incorrectly in their sentences during this part of the exercise. However, later in the exercise they will be able to correct their sentences. The goal at this step is for students to inductively learn the meanings of the phrasal verbs. In an inductive learning approach, students use examples to guess and come to learn the rules of grammar or word meanings.
4. Once each team has completed their sentences, have them compare sentences with another team.



- a. During this stage of the activity, differences in meanings of the phrasal verbs will appear between teams. Let them work through these differences with each other to learn from each other and also engage in speaking practice.
5. End this portion of the activity by having the class come back together, but with students still in their teams. Have teams share their phrasal verbs, definitions, and sentences with the whole class and discuss the teams' answers as a group. Confirm which of the phrasal verbs they got correct and correct any phrasal verbs that were incorrect.
  - a. This review portion of the activity can be completed with the game PowerPoint used earlier in the class.

Learn more about the phrasal verbs used in this activity and other phrasal verbs on the [American English Facebook page!](#)

### Appendix 1: PowerPoint Jeopardy – Answer Key

Take	Come	Look	Get	Bring
To begin or start a new hobby. I have decided to <b>take up</b> the guitar and maybe start a band!	To suggest or think of an idea or plan.  Let's <b>come up</b> with a destination for our holiday.	To find information in a book, on a map, on a schedule, etc.  We need to <b>look up</b> the when the train arrives.	To enter a small closed vehicle.  Shelly <b>got in</b> her car and drove away.	To publish, or to emphasize.  I like this shirt because it <b>brings out</b> my eyes.
To remove something, usually clothing or accessories. It was quite hot in the classroom so I <b>took off</b> my sweater.	To find by accident.  While cleaning, I <b>came across</b> a photo of me as a child.	To watch what is happening and be careful.  <b>Look out!</b> That dog is angry.	To enter a large closed vehicle.  Dan <b>got on</b> the train to go to the capital.	To take something with you.  Can you <b>bring over</b> some games to play at the party?
Write information on paper. We have the test tomorrow so I <b>took down</b> plenty of notes in class.	To get or acquire.  We don't know how she <b>came by</b> that much money.	To read something quickly and briefly.  We have a test today, so I need to <b>look through</b> my notes.	To communicate or make something understood.  Jill <b>got</b> her ideas <b>across</b> at the meeting.	To raise, to care for from childhood.  She was <b>brought up</b> by strict parents.
Take control. The project was not working well, so I was asked to <b>take over</b> as leader.	To accompany.  Can you <b>come along</b> with us to the movies tonight?	To try and find something.  We need to <b>look for</b> a birthday present before the party.	To have enough to survive.  This month I am <b>getting by</b> because my brother gave me money.	To return something to someone.  Can you <b>bring back</b> the book you borrowed?
To have a similar character or personality to a family member. I <b>take after</b> my mother, we both love football.	To become ill with a sickness.  She <b>came down</b> with the flu yesterday.	To think about what is going to happen in the future.  I have to <b>look ahead</b> to final exams and graduation.	To recover from something.  Anne failed the test, but quickly <b>got over</b> it and studied more.	To cause to happen.  The big storm <b>brought about</b> a lot of damage to the neighborhood.

Appendix 2: Phrasal Verb Match Up

take	look	off	out
take	get	down	through
take	get	down	for
take	get	over	ahead
take	get	over	in
come	get	over	on
come	bring	after	back
come	bring	up with	about
come	bring	across	across
come	bring	by	by
look	bring	along	out
look	up	up	up
look	look		

Appendix 3: Phrasal Verb Match Up – Answer Key

take up	look for
take off	look ahead
take down	get in
take over	get on
take after	get across
come up with	get by
come across	get over
come by	bring out
come along	bring over
come down	bring up
look up	bring back
look out	bring about
look through	