

Phrasal Verbs (Upper Advanced) : Babble Game

Teachers' Notes

Aim of the Game

The aim of the game is to win points by making as many correct sentences as possible using different combinations of the given language within a time limit.

Pre Class Preparation

Make an A4 copy of one version of the game board for each learner in the class (i.e. version A for half the class and version B for the other half).

It's a good idea to make an A3 copy of the game board to stick on the whiteboard and use to demonstrate the game at the beginning of the activity.

Procedure

Explain to the learners that they are going to practise using phrasal verbs with in by playing a board game.

Divide the class into pairs and nominate each learner in a pair either A or B.

Explain that the learners have to use the phrasal verbs to make accurate sentences. They get points for each phrasal verb they use in a sentence.

If they use one item they score one point. If they use two items in a sentence they score $1 + 2 = 3$ points for that sentence. If they use three items in a sentence they score $1 + 2 + 3 = 6$ points for that sentence etc.

In a single sentence they can only combine items that are adjacent to each other on the game board (either horizontally, vertically or diagonally). Hence they can construct chains of various lengths throughout the game board to score more points.

They must start each sentence they create with a different phrasal verb.

Each learner has three minutes to try and create as many sentences and so score as many points as possible.

While learner A is playing, learner B should score of the number of items they use in each sentence they make.

Do some examples yourself to make it clear to the learners what they have to do.

Give out a copy of version A of the handout to each learner A. Count them down (3, 2, 1, Go!) and then let them play for three minutes. At the end of three minutes, pairs count up the score achieved.

Then give out handout B to learners B and give them three minutes to play.

The learner in each pair who scored the most points is the winner.



Variations

To make the scoring easier the first time you play the game, award a point for each item used, rather than use the accumulative scoring system.

The learners can be asked to write their sentences out, rather than just say them, if you prefer to give them written practice of the target language. If so, give them a longer time limit, say five minutes, but both players can play at the same time and then compare the points they've scored together.

Learner A

be in on	cash in	sit in on	drown in	go in for
pop in	fall in	bring in	zoom in on	close in on
hand in	muscle in on	pencil in	creep in	jump in
look in	dive in	keep in	take in	fill in for
end in	rein in	give in	wade in	settle in

Learner B

drop s.o. in it	pack in	cave in	rub in	tie in
trade in	suck in	dig in	buy in	have it in for
fit in	kick in	step in	chuck in	rake in
rope in	chip in	push in	sink in	pitch in
get in on	tune in	eat in	come in for	barge in