

Takeover – a phrasal verb solitaire

Teacher's notes

Aim

To practise using phrasal verbs in business contexts

What

Identifying and defining phrasal verbs with the same root verb

Interaction

Teamwork

1:1

Student plays alone to try and find the shortest solitaire solution

When to use

With or any time after task 4 on page 92

What you need

One set of hexagons (cells) for each group

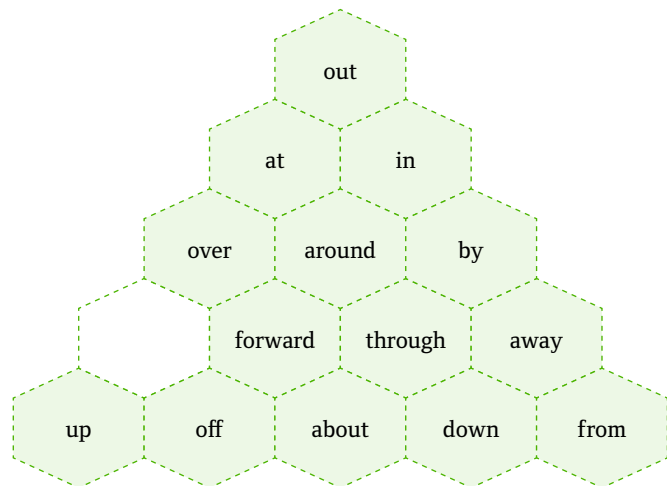
TIP Students often enjoy reading through the rules of games and working out the rules of a game for themselves. Not only is this good for understanding and following instructions but it also gives them a sense of achievement when their game runs smoothly. Give your students a copy of the above instructions and rather than telling them how to play this game, let them work it out!

Preparation

Enlarge and cut out one set of cells for each group.

Here's how

1. Divide the class into groups of three. Ask the groups to elect two people to play against each other and one person to be the referee.
2. Give each group a set of 15 cells. Ask the referees to arrange the cells in any order, so that they form a triangle – 14 cells facing up so that their prepositions are visible and one cell facing down, as in the illustration.



3. The game is based on *peg solitaire*. Explain the rules of the game if your students are not familiar with this game.
4. Tell the class that the cell facing down symbolizes an empty cell. The objective of the game is to make as many cells as possible empty. The players take turns to select an empty cell in the triangle and then jump from there to at least one adjacent cell. If there is more than one cell in a row between the starting point and the empty cell, then these cells can also be made empty. To claim their cells, students need to think of one verb which can be followed by all of the prepositions in a move to make phrasal verbs, and then explain their meanings in a business context. **Suggested move:** In the diagram, a player can start by choosing *forward* and *through*. The player chooses the verb *look* and explains the meaning of *look forward* and *look through*. The referee decides if the definitions are OK (using a dictionary if necessary). If they are, then *forward* and *through* become empty but the blank cell is now filled (by turning it over).
5. The game is over when no more moves are possible. Elect another group member to be the referee and play again.

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