



**BACHILLERATO DE LA
ESCUELA SUPERIOR DE
CIUDAD SAHAGÚN**

ÁREA ACADÉMICA:

INGLÉS A2.1

TEMA:

MEMORY GAME PHRASAL VERBS

“ASKING FOR FAVORS”

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ABSTRACT

Learning English vocabulary is one of the easiest parts for getting domain in a new language but learning verbs is difficult for everyone due to the fact most of students believe they have to learn them through memorizing lists. A useful strategy is learning verbs (regular, irregular, phrasal) through playing and using them in context.

Key words: *phrasal verbs, vocabulary, strategy, context.*



OBJECTIVE

At the end of the class, students will be able to use phrasal verbs to express requests for asking favors in different daily communicative situations.



COMPETENCE

4. Student expresses him/herself and communicates.

“He/she listens, interprets and communicates relevant messages to different contexts by using appropriate means, codes and/or tools”

Attribute:

#4. He/she communicates in a second language in every day situations.

MEMORY GAME: Asking for favors

Please,

your your
room.





DIRECTIONS

In this game, you will learn and practice the use of phrasal verbs to make requests or ask for a favor.

1.- Divide the group in two teams

2.- Each team will choose one card, give click and discover the request. Then, give click in a second card in order to find the phrasal verb to complete it.

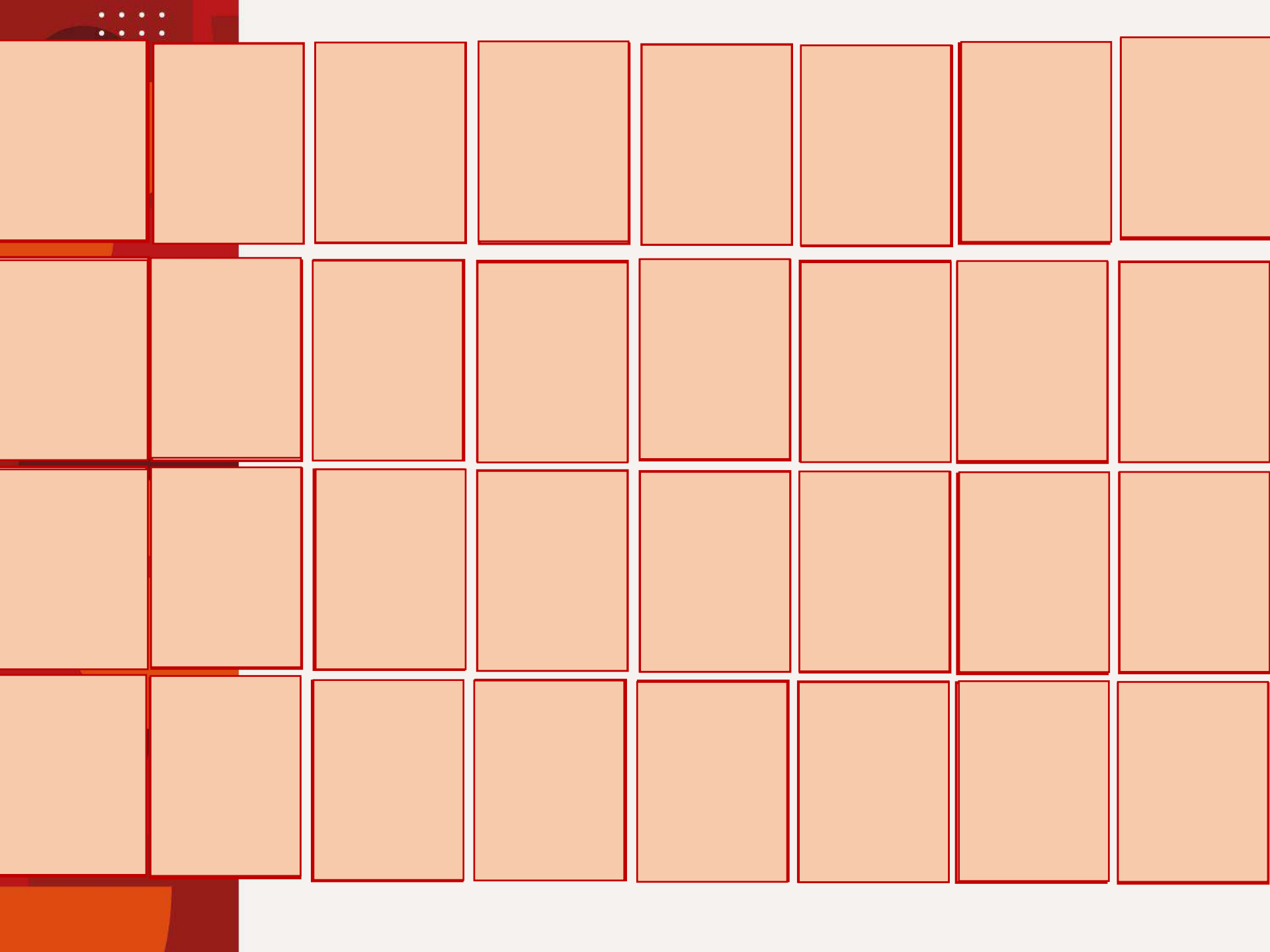


DIRECTIONS

3.- The team will get 4 points each time a pair is found.

4.- The winner team will be the one which gets 48 points.

5.- At the end, teacher and students will check the correct answers for each card.





CONCLUSIONS:

The use of games to promote the learning of grammar and vocabulary help students to get familiar with complex grammar or difficult vocabulary related to a specific interest area so that teachers must adapt and implement easy games which students can use by their own as a learning strategy (Latuff-Carmenate, 2021).

KEY:

1.- Can you _____ the dead leaves on the terrace? (sweep up)

2.- May I _____ my coat on those pegs? (hang up)

3.- Can you help to _____ this package? (tie up)

4.- Who can _____ Stella's birthday present, please? (wrap up)

5.- Will you help _____ three balloons for the party please? (blow up)



6.- Will you _____ all of these wastes? (clear away)

7.- Dad, could you _____ my things in that bag, please? (put away)

8.- Will you _____ a box of cereal, please? (take out)

9.- Henry, please _____ the volumen!! It is too loud. (turn down)

10.- Darling, can you _____ first? (hang up)

11.- Don't forget to _____ your name, please. (write down)



12.- May I _____ that beautiful Pink dress? (try on)

13.- It is important to _____ your room now. (tidy up)

14.- Can someone else _____ the breakfast things, please? (clear up)

15.- Could you _____ the lights, please? (turn on)

16.- Can you _____ your jacket, please? (put on)

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The image features a vibrant orange background with a repeating pattern of large, overlapping geometric shapes, including circles and semi-circles. Some of these shapes contain a grid of small white dots. Centered in the image is the text "LAEH" in a bold, white, sans-serif font. A thin white diagonal line cuts through the letter 'A'. A registered trademark symbol (®) is positioned to the upper right of the 'H'.

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