

Christmas Phrasal Verbs

Learn about using phrasal verbs.

1. Discuss

Discuss the following with a partner.

1. What do you know about Christmas?
2. Do you celebrate Christmas? What do you do?
3. What holidays and festivals are popular in your country?
4. Which is your favorite holiday or festival? How do you celebrate it?



Photo by Karolina Grabowska

2. Vocabulary

A. Match the phrasal verbs to their definitions.

- | | |
|----------------------|--|
| 1. ____ turn on/off | a. To increase or decrease something such as volume or heat. |
| 2. ____ put up | b. To not leave your home. |
| 3. ____ bundle up | c. To build or erect. |
| 4. ____ wrap up | d. To be unable to leave a place due to large amounts of snow. |
| 5. ____ stay in | e. When an area of water – such as a lake - becomes frozen. |
| 6. ____ be snowed in | f. To cause something to operate or stop operating. |
| 7. ____ freeze over | g. To cover a gift in festive paper or put on warm clothes. |
| 8. ____ turn up/down | h. To place something out for someone else. |
| 9. ____ die down | i. To dress warmly or snugly. |
| 10. ____ leave out | j. To become quiet or calm. |

B. Complete the sentences with the correct phrasal verb. You may need to change the form of the phrasal verb.

1. In our home, we _____ the tree _____ after December 12th.
2. Once the fire has _____, we can roast marshmallows.
3. We like to _____ on Christmas Eve and watch movies and eat chocolate.
4. If you're going to play outside, remember to _____ warm. It's freezing out!
5. After dinner on Christmas Day, we _____ the TV and watch a Christmas movie and eat some Christmas chocolate.

6. Every winter, the lake outside our home and we go ice skating.
7. On Christmas Eve, before we go to bed, the kids always some cookies and milk for Santa and some carrots for Rudolf.
8. There was a huge snowstorm during our Christmas party last year and we were all
9. Remember to the oven to 163°C after one hour or the turkey will overcook.
10. Every evening on Christmas Eve, we all get in our warmest clothes and go caroling in our neighborhood.

3. Four types of Phrasal Verbs

A. There are four types of phrasal verbs in English. Read the information about how they are formed and decide if the examples are correct or incorrect.

1. Transitive phrasal verbs

Transitive phrasal verbs **require an object**. Without an object the sentence/phrasal verb is incomplete and lacks meaning.

- a. I **look after** my cousins on Friday nights. correct / incorrect
- b. I **look after** on Friday nights. correct / incorrect

2. Intransitive phrasal verbs

Intransitive phrasal verbs **do not require an object**. Without an object the sentence/phrasal verb is complete and has meaning.

- c. I had to take the bus today because my car **broke down**. correct / incorrect
- d. I had to take the bus today because **broke** my car **down**. correct / incorrect

3. Separable phrasal verbs

Separable phrasal verbs **can be separated**; the verb and preposition can be used in different parts of the sentence. This means if the object is a noun or a pronoun it can be placed between of the verb and preposition. We can also place the noun at the end of the phrasal verb. We cannot place a pronoun at the end of the phrasal verb.

- e. Please **pick up** your toys before grandma gets here. correct / incorrect
- f. Please **pick** your toys **up** before grandma gets here. correct / incorrect
- g. Your toys are everywhere. Please **pick them up**. correct / incorrect
- h. Your toys are everywhere. Please **pick up** them. correct / incorrect

4. Inseparable phrasal verbs

Inseparable phrasal verbs **cannot be separated** and they must remain together. You can't insert the direct object between the verb and preposition. In other words, they can't be separated

- i. The star **fell off** the tree. correct / incorrect
- j. The star **fell** the tree **off**. correct / incorrect

B. Look at the phrasal verbs in the table. Decide how each can be used and put a tick or cross in the correct area. Review Part 2B for help.

Phrasal verb	Transitive	Intransitive	Separable	Inseparable
turn on/off	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1. put up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. bundle up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. wrap up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. stay in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. snowed in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. freeze over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. turn up/down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. die down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. leave out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Practice

A. Complete the sentences with phrasal verbs in the correct form.

- When I was a kid, I always helped my mom and dad _____ the Christmas tree _____. They let me put the star on the top!
- Milo and Louisa can't make it tonight. They have had really bad weather and are _____.
- Don't forget to _____ your uncle's gift _____ before he comes over later.
- When we have guests over on Christmas Eve, I usually _____ some finger food like cookies, mini quiches, and mince pies.
- Put another log on the fire please. It looks like it is _____.
- Their parents _____ them _____ in their warmest clothes so they could go outside and build a snowman.

B. Put the words in the correct order to form sentences and questions.

- garden / that / over / It / is / our / so / frozen / the / in / pond / has / cold

.....

- weekend / movies / We're / this / Christmas / staying / and / in / watching

.....

3. up / my / Turn / favorite / song / It's / please / it

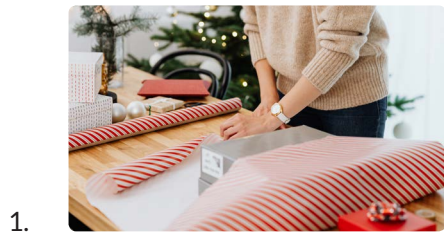
.....!

4. going / the / soon / on / please / Can / oven / turkey / turn / put / in / the / you / to / I'm

.....?

5. Conversation

Describe the pictures. Be sure to use an appropriate phrasal verb. Ask your partner questions related to the picture and continue the conversation if interesting.



Christmas Phrasal Verbs



Level: Intermediate: B1
Upper-Intermediate: B2

Updated: Dec 15, 2022

Language: Function: Comprehending text.
Forms: Idioms and phrasal verbs. Prepositions. Verb noun collocations.

Teaching time: 120 minutes.

Overview: Students learn about Christmas-themed phrasal verbs and understand how to use the four different types of phrasal verb: transitive, intransitive, separable, and inseparable.

1. DISCUSS

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

2. VOCABULARY

A. Individually or in pairs, students match the phrasal verbs to the definitions. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. turn on/off
f. To cause something to operate or stop operating.
2. put up
c. To build or erect.
3. bundle up
i. To dress warmly or snugly.
4. wrap up
g. To cover a gift in festive paper or put on warm clothes.
5. stay in
b. To not leave your home.
6. be snowed in
d. To be unable to leave a place due to large amounts of snow.
7. freeze over
e. When an area of water – such as a lake - becomes frozen.
8. turn up/down
a. To increase or decrease something such as volume or heat.
9. die down
j. To become quiet or calm.
10. leave out
h. To place something out for someone else.

B. Individually, students complete the sentences with the correct phrasal verb. Remind students they may need to change the form of the phrasal verb to suit the context. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. In our home, we **put** the tree **up** after December 12th.
2. Once the fire has **died down**, we can roast marshmallows.
3. We like to **stay in** on Christmas Eve and watch movies and eat chocolate.

4. If you're going to play outside, remember to **bundle/wrap up** warm. It's freezing out!
5. After dinner on Christmas Day, we **turn on** the TV and watch a Christmas movie and eat some Christmas chocolate.
6. Every winter, the lake outside our home **freezes over** and we go ice skating.
7. On Christmas Eve, before we go to bed, the kids always **leave** some cookies and milk **out** for Santa and some carrots for Rudolf.
8. There was a huge snowstorm during our Christmas party last year and we were all **snowed in**.
9. Remember to **turn** the oven **down** to 163°C after one hour or the turkey will overcook.
10. Every evening on Christmas Eve, we all get **bundled/wrapped up** in our warmest clothes and go caroling in our neighborhood.

3. FOUR TYPES OF PHRASAL VERBS

- A. Explain to the students that there are 4 types of phrasal verbs in English. Read the information as a class and check understanding. Students decide if each example is correct or incorrect. As an extension activity, ask the students to identify the object in each example sentence and underline it.
- a. correct
 - b. incorrect
 - c. correct
 - d. incorrect
 - e. correct
 - f. correct
 - g. correct
 - h. incorrect
 - i. correct
 - j. incorrect
- B. Individually or in pairs, students look at the phrasal verbs in the table and decide how each can be used and put a tick or cross in the correct area. Students can compare their answers with a partner and discuss any differences or check answers as a class.

	trans.	intrans.	sep.	insep.
turn on/off	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. put up	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. bundle up	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. wrap up	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. stay in	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	trans.	intrans.	sep.	insep.
5. snowed in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. freeze over	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. turn up/down	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. die down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. leave out	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explain that some phrasal verbs have exceptions.

Bundled up and **freeze over** are both transitive and intransitive.

e.g. She **bundled** the children **up** in their winter clothes.

We got **bundled up** and went outside to build a snowman.

It was so cold the lake **froze over**.

The cold temperatures **froze** the lake **over**.

(The former is more common)

We can separate the phrasal verb **snowed in** if we are using a word such as us, them, my colleagues, etc, but don't usually use it with objects such as the store, the house, the fire station, etc.

4. PRACTICE

- A. Individually, students complete the sentences with phrasal verbs in the correct form. Students can compare their answers with a partner and discuss any differences or check answers as a class.
- When I was a kid, I always helped my mom and dad **put** the Christmas tree **up**. They let me put the star on the top!
 - Milo and Louisa can't make it tonight. They have had really bad weather and are **snowed in**.
 - Don't forget to **wrap** your uncle's gift **up** before he comes over later.
 - When we have guests over on Christmas Eve, I usually **leave out** some finger food like cookies, mini quiches, and mince pies.
 - Put another log on the fire please. It looks like it is **dying down**.
 - Their parents **bundled/wrapped** them **up** in their warmest clothes so they could go outside and build a snowman.
- B. Individually, students put the words in the correct order to form sentences and questions. Some sentences can be formed in different ways if the phrasal verb is separable. Students can compare their answers with a partner and discuss any differences or check answers as a class.
- It is so cold that the pond in our garden has frozen over.
It is so cold in our garden that the pond has frozen over.
 - We're staying in this weekend and watching Christmas movies.
We're staying in and watching Christmas movies this weekend.
 - Turn it up please. It's my favorite song!
 - Can you turn the oven on please? I'm going to put the turkey in soon.
Can you turn on the oven please? I'm going to put in the turkey soon.

5. CONVERSATION

In pairs, students describe the images, making sentences about each. Insist that students use an appropriate phrasal verb for each. Encourage students to ask their partner questions related to the pictures to start a conversation and continue the conversation if interesting.