

## TEACHING PHRASAL VERBS

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**Key words and phrases:** communicative competence; communicative situations; filling in the blanks in the questionnaire; a multiple choice test; paraphrasing; a cloze test; phrasal verbs; group division; synonyms; discrete tests; writing answers to a question; writing informal letters and essays.

**Abstract:** The paper explores the nature of teaching phrasal verbs. The conventional approach is described and commented on. Complementary techniques and assignments to teach phrasal verbs are provided. The conclusion about the effectiveness of the suggested methodology is drawn.

Unfortunately, the number of students able to use phrasal verbs fluently is tiny. The reason could be the way phrasal verbs are taught – there is overemphasis on rote-learning, memorizing long lists “verb + particle”, “phrasal verbs and their definitions”. It should be realized that the current approach to teaching phrasal verbs with almost no focus on communication is no longer appropriate. Some recommendations for making the communicative approach achievable have been derived from the present research.

To begin with, phrasal verbs can be grouped according to topics, which might facilitate their acquisition [1, p. 13–25]. Some possible group division might look like this: **food:** boil over, chop up, cut down on, cut sthg out, dig in, dish food out, dish food up, eat in, eat out, get through food, serve up, tuck in/into; **health:** ask after sbdy, black/pass out, break out in spots, come down with an illness, come round, come out in spots, drop off, ease off, get over, go down with an illness, let up, pass away, throw up, wear off, go for a check-up, be/feel run down; **travelling:** break down, drive off/away, drive on, fill a petrol tank up, go through traffic lights, knock sbdy down, pull in/over, pull out, pull up, slow down, speed up; **job:** bog down, hire oneself out, knuckle down, look up to, make up for, take on, turn down, set up, tie up, work out.

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Then the following tasks could be applied for explaining the meanings of phrasal verbs and their effective learning.

Phrasal verbs could be taught through their synonyms – well-known verbs (break out = begin suddenly; bring out = to publish; call off = cancel; carry on = continue; come up with = find an answer, solution; be cut out for = be suited for a profession; do away with = abolish; fall for = fall in love with; fill in = complete; get away with = escape punishment; give away = reveal; go with = match; hold up = rob) [2, p.12, 30, 45, 52, 57, 63, 67, 74, 96, 112].

The following task develops grammar and sociolinguistic competences. Students are given a multiple choice test, read the options and use them in appropriate situations, afterwards students are asked to personalize the sentences by replacing the subject or the object of the sentence by the names of their friends, schoolmates, family members or famous people. This might make the sentences funny, amazing and unforgettable [3, p.103].

Paraphrasing is effective for developing strategic competence, and could be an exciting and motivating process through maintaining contact between students, when students play the so-called verbal ping pong: a student from one team says the original sentence, for example, *The judge gave the thief a warning and allowed him to go unpunished*, then a student from the other team transforms the sentence, using the appropriate phrasal verb – *The judge gave the thief a warning and let him off*.

A cloze test can also be applied in teaching phrasal verbs. Its advantage is obvious; a cloze test develops thinking, language competence, teaches contextual, semantic, linguistic prediction. We suggest a teacher start with providing students with help, for instance, doing cloze tests which focus on one particular thing, like a certain verb or a particle. This is followed by providing multiple or alternative options. Finally, hints leading to the correct choice might be notes for each gap, like *called at my house, meet by chance, anticipate with pleasure, come and collect in a car, be very friendly* [4, p. 124–126].

The benefits of the suggested techniques are enormous. Discrete tests enable students to learn a great number of verbs and particles, to process them easily and quickly, the use of discrete tests is inevitable at an early stage of learning and teaching phrasal verbs when the emphasis is on linguistic competence; discrete tests promote understanding, acquiring, remembering language units; discrete tests might encourage teaching monologue/dialogue; discrete tests form self-control mechanisms as well as anticipation; improve strategic competence.

At the next stage of teaching and learning process phrasal verbs should be taught in communicative situations. In the first place, using appropriate phrasal verbs, students make up a conversation between a manager and a new employee, act out a conversation between a shop assistant and a customer in a shoe shop, make up a conversation between a wife and a husband before and while having dinner, play parts of a patient and a doctor, act out a telephone conversation.

Here is a sample answer:

*D: What seems to be wrong?*

*P: I feel tired and run down. I've also come down in spots.*

*D: Let me take a look at them. When did they break out?*

*P: Almost a week ago. They are still very sore. The pain hasn't let up.*

*D: Have you ever felt like blacking out at any time?*

*P: Yes, I felt like fainting earlier today and I wanted to throw up.*

*D: I think you've come down with an infection. It's not serious but you'll have to stay in and rest. Take these antibiotics and the pain will soon ease off. Carry on taking the medicine for a week and then see me again.*

Some other tasks involve writing answers to a question, using phrasal verbs, for instance, “*there is a plan to build a new supermarket where the old cinema now stands. What will happen to the cinema before the supermarket can be built?*” – “*It will be pulled down*”. Also students can be asked to fill in the blanks in the questionnaire with a suitable particle. Here is an example of the questionnaire “*How friendly are you?*” which could be used while studying the topic “People”:

1. Which of the following do you get *(on with)* best of all?

A Other people    B Animals    C Children

2. Do you prefer to go *(out)*

A with only one close friend    B with a lot of friends    C by yourself

3. If you *ran (into)* an old friend, would you

A talk about old times    B say hello and walk on    C arrange to *meet (up)* soon

4. Which of the following do you prefer to do in the evening?

A *Stay (in)* and watch TV    B *Go (out)* with a friend    C *Ask* a friend *(out)*

5. A friend without a car visits you and will probably stay very late. Would you

A offer to *put* your friend *(up)* for the night?    B advise your friend not to *stay (out)* too late and go back home early?    C wait and call a taxi to take your friend home?

6. When someone you don't like too much phones and asks if they can *come (round)* to see you, would you

A say you were *looking (forward to)* seeing them?    B ask them to *come (round)* some time later?    C make excuses and say you were *going (out)*?

Writing informal letters and essays is an important and beneficial assignment. Students are asked to make up a story using pictures. Here is a sample answer “Linda was late for work yesterday” (The pictures show what happened to her before she arrived): Linda was so sleepy yesterday morning that she didn't hear the alarm *went off* at half past six. In fact, she didn't *get up* until ten past eight. On the way to work, she was *held up* in heavy traffic, and then a wheel of her car *came off*. After she had *put it back on*, her car *broke down*! Later, when she managed to repair it, she had to wait as some workmen were *digging* the road *up*. She then began to drive quickly until a policeman saw her and made her *slow down*”.

Another task implies writing an informal letter, for example, “*you have a friend who is becoming overweight. What advice would you give your friend about eating and doing sport?*” In your answer you can use such phrasal verbs as *cut out, cut down on, go in for, take up, wolf down*.

The methodology we suggest enables to overcome the existing difficulties associated with phrasal verbs acquisition, namely their linguistic peculiarities, their variety and polycemy, their idiomatic meaning. The techniques we suggest involve students' participation in situations like in real life through questions

and answers, role plays, simulation, filling in questionnaires, writing letters. Thus using various additional exercises, which require more than filling in the gap with one of the options given, we could develop linguistic competence, namely increase vocabulary, grammar. Besides, the tasks are aimed at developing the students' idea of what authentic language use.

In conclusion, we could say that it is possible to teach phrasal verbs creating positive effect on teaching English. The activities we suggest are communicative and humanistic, they promote teaching, learning, achievement, confidence, pleasure, interest, intrinsic motivation rather than monitoring, product-obsession, failure, anxiety. The elaboration of teaching and learning materials is aimed at developing all language skills as well as thinking skills, communicative competence, broadening the learners' awareness of what authentic language use is, forming and maintaining positive attitude to learning English.

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## **О некоторых подходах к обучению фразовым глаголам**

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**Ключевые слова и фразы:** деление по тематическим группам; дискретные тесты; заполнение пропусков в анкете; клоуз-тест; коммуникативная компетенция; коммуникативные ситуации; личные письма и эссе; ответы на вопросы; перифраз; синонимы; тест на множественный выбор; фразовые глаголы.

**Аннотация:** Рассмотрены различные подходы к обучению фразовым глаголам. Выявлены недостатки традиционного подхода; предложены дополнительные методы и задания по обучению фразовым глаголам. Показана эффективность предложенной методики.

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