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# **NEW WAYS OF CREATING SCIENTIFIC IDEAS FOR IMPLEMENTATION**

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**Філологія**

## **TECHNIQUES FOR TEACHING PHRASAL VERBS IN ENGLISH**

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As it's known, a phrasal verb is a combination of a verb and an adverb or preposition, which has a particular meaning, such as 'look after', 'hurry up', 'give in', 'chill out', 'get away with' and 'bring up'. For example, in the sentence 'Don't tell me how to bring up my children!' 'Bring up' can mean 'raise', 'educate', 'initiate', 'stir', etc. And we have to explain what the phrasal verb is, why the words 'bring' and 'bring up' have different meanings.

The importance of teaching phrasal verbs is evident. The thing is, the phrasal verb is almost always more common and less formal than the single-word alternative. That's why devoting time to learning phrasal verbs is essential for higher levels of fluency and better communication skills in English. If someone practices phrasal verbs in real contexts, he can increase his speaking confidence and English vocabulary bank.

Why are phrasal verbs difficult to teach and to learn?

Phrasal verbs can cause problems for English language learners because there are no universal rules. They can also seem illogical: you arrive at school but in a town etc. Another problem is that English has more phrasal verbs than other languages - simply because it has more words.

Phrasal verbs are used in the same way as regular verbs in a sentence. In addition, we often use them in spoken English and in an informal setting. Thus, it is best to avoid using these verbs in formal writing. Because phrasal verbs may have varied meanings, this might lead to an ambiguous context.

To help students improve their practice of phrasal verbs we should use some important techniques.

When you read a book or a story, listen to someone, watch a movie, hear a song you hear a new phrasal verb or a piece of vocabulary you wonder what does it mean? If you do come across in these situations you probably want to find what the phrase means and you should find out what is the meaning of this phrase. Firstly, you can pick an easy to remember example and use it in a common situation in context in easy to remember sentences. For example, the phrase often used in everyday life *Come on!* can be explained as *Hurry up!* Also, it means *to encourage or support someone*. It depends on the situation it's used.

The next tip to remember phrasal verbs is to learn related phrasal verbs such as synonyms (turn on – switch on), opposites if they exist (switch on – switch off), similar or the same phrasal verbs and put them in one group for better understanding (throw away = get rid of).

To start describing my own practice of teaching students studying and practicing phrasal verbs, I'd like to introduce the coursebook we use teaching English at our university. It is Gregory Manin. Oxford Exam Trainer (B1). Ukraine / Gregory Manin, Alla Yurchenko, Tetiana Redchenko. Oxford University Press, 2018. 208 p.

When the goal of the lesson to teach students phrasal verbs so they can use them in their life confidently I start with a simple explanation of the meaning “a phrasal verb”. So, it's a verb and preposition together, and the preposition actually what makes the meaning of the verb. I give some examples of pv, e.g phrases with the verb *look*: *look up*, *look after*, *look for*, *look into*, *look on*, etc. And when the same verb has different prepositions, it has different meaning. In other words, the preposition changes the meaning of the verb. Then I try to explain the meaning of some pr verbs I use some synonyms and my own examples. As for the phrase *look after* I write the synonym *take care of* somebody and explain who we usually look after: We always *look after* our elder parents. That means: We *take care of* them.

Some practical exercises which we use at our lessons also help students to memorize phrasal verbs and use them actively. This is the example of different kinds of practice using the coursebook Oxford Exam Trainer (B1) while studying the phrase with the verb *look*: Diagram 1 [2, p. 29].

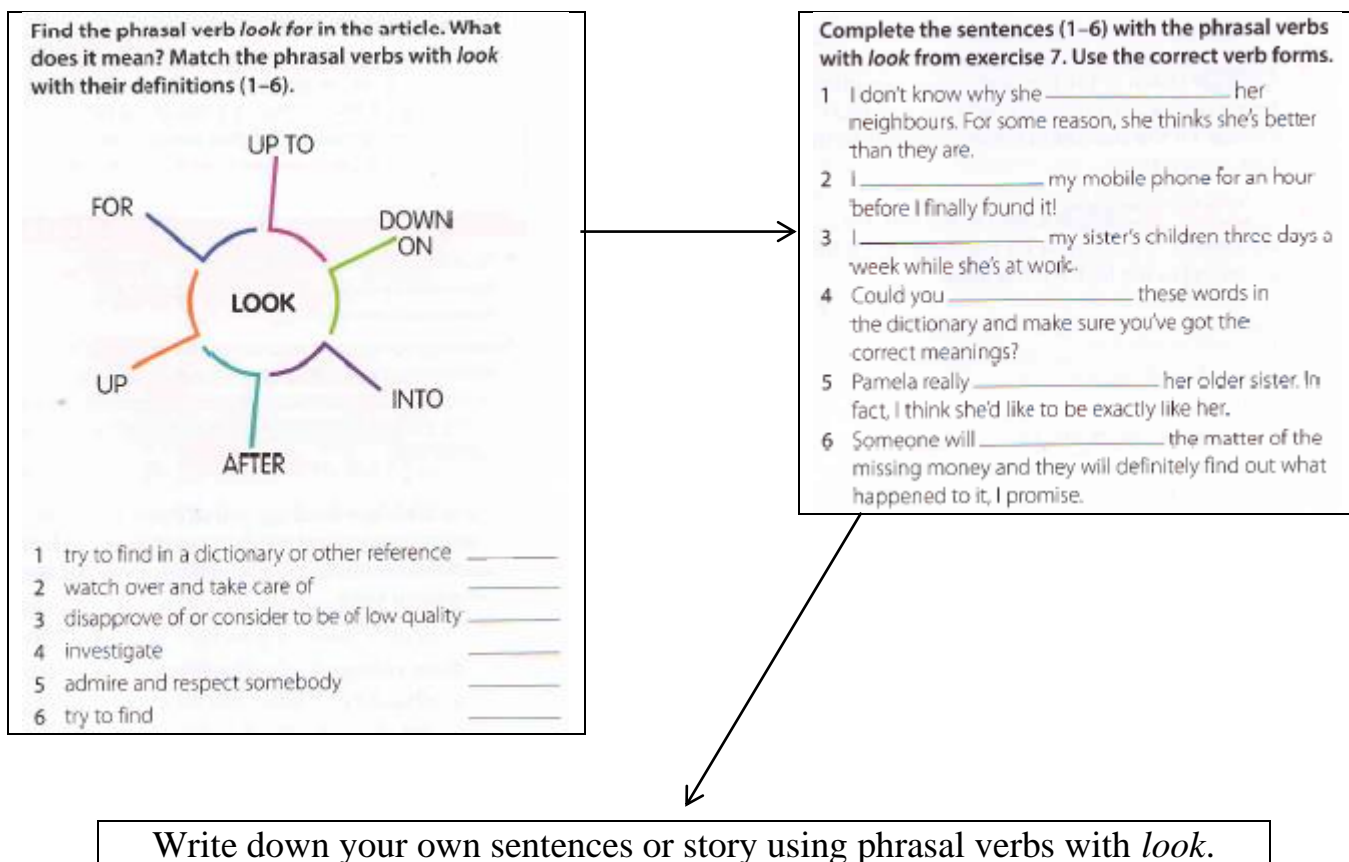


Diagram 1

For a participatory activity, students can read their sentences aloud to the class and the class has to decide if students have used the verbs correctly or not.

Then it's possible to ask students to define a phrasal verb without using the phrase. For another class activity, one student is told a phrasal verb. Then they go to the front of the room and define that phrase without using the two words. Let the class guess which phrasal verb they are describing.

We should introduce a small list of phrasal verbs every day. When we start teaching phrasal verbs, we should introduce them slowly. And start each class with a list of 5-10 phrasal verbs and reviewing their meanings. This way, the students gradually build up a list of phrasal verbs without getting overwhelmed.

If you want to stick in your long-term memory, you should practice called spaced repetition. That means you should study the phrase on the first day. Then give yourself a break, study and train it two days later. After that take a longer break and study it on the seventh day, etc. In general, you expand the amount of time so that it cements itself in your long-term memory. That's a goal of spaced repetition [2].

If we teach them how phrasal verbs are used and constructed, they can recognize them later on.

Building a list of phrasal verbs that start with the same word is very helpful. *Call* is one choice. Then we should take students through the different meanings of *call out*, *call in*, *call up*, and all the other possible combinations. Also, we have to teach students how to figure out verbs using context clues.

There are over 2,000 phrasal verbs in English, so it's not possible for them to memorize each one. Rather than having students memorize lists of words, it's better to teach them how to identify phrasal verbs from sentence context clues: show them a sentence and circle the phrasal verb, ask them to give you a definition of the verb based on its use in the sentence, help the students along by asking questions, and let them figure out the definition. This helps them learn better [3].

It's necessary that students should look up phrasal verbs in the dictionary. If students are confused or lost and can't figure out if a word is a phrasal verb, they can look it up in the dictionary. Phrasal verbs come after the singular verb in the dictionary. Let them use dictionaries when they're first learning phrasal verbs to help them if they get stuck [8].

Students can use paper or online dictionaries. Online dictionaries may be more up to date than paper dictionaries, unless they're new.

One of the main techniques is when our students write sentences with a phrasal verb you give them. Once you've introduced students to phrasal verbs, design activities where the class uses the verbs in their own sentences. We ought to write a phrasal verb on the board. Then give the students time to write 1 or more sentences using that phrasal verb properly.

It's crucial to make students differentiate between phrasal verbs and verb + preposition combinations. Once the students get proficient at picking out phrasal verbs for themselves, advance the activities to differentiating between phrasal verbs and plain verb + preposition combinations. Once they can accurately choose between the two for themselves, then they are very well-versed in what phrasal verbs are [4].

As an activity, the students can be given a worksheet of some sentences that use phrasal verbs and some that use plain verb + preposition combinations. They have to use clues from the sentence to figure out which verb or preposition to use.

We can suggest students on picking out phrasal verbs themselves. Once we've done guided activities explaining and identifying phrasal verbs, the students may choose them for themselves using handouts, worksheets, or other activities where the students have to identify the phrasal verbs in sentences [2].

Firstly a few guided group activities can be done so students get used to identifying phrasal verbs. Then we can move on to individual activities. Giving a graded quiz or test can be used when we've taught the subject completely.

The early lessons for students should include pronouns and basic vocabulary. Besides, they should know to build a basic sentence and be familiar with present, past, and future simple tenses.

To sum up, the main techniques for learning phrasal verbs in English should include learning phrasal verbs by topic, personalizing them, having perfect practice. It will lead to conscious usage of phrasal verbs in students' daily life and educational environment.

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