

PHRASAL VERBS AND IDIOMS FOR CONSTRUCTING COMMUNICATION

Phrasal verbs are verbs consisting of two, or sometimes three, words. The first word is a verb, the second one is an adverb (e. g., to sit down) or a preposition or both following the verb (e. g., to put up with). These adverbs and prepositions are often termed as “particles”.

The meaning of some phrasal verbs is easy to guess as the verb and the particle keep their usual meaning (e. g., to turn off). However, many phrasal verbs have idiomatic meaning that needs to be learnt. The meanings of separate words don't form the meaning of the phrasal verb (e. g., to come about – to happen).

Some particles may have particular meanings that are the same when they are used with a number of different verbs, in phraseological units “to hang around” and “to lie around” *around* adds the meaning of ‘with no particular goal or purpose’ and is used in similar way with many other verbs, such as play, sit, wait.

The meaning of a phrasal verb can sometimes be explained with a verb consisting of one word. Phrasal verbs are often used in spoken English, and if there is a one-word equivalent, it is usually more formal in style.

To use phrasal verbs correctly it's important to be aware of some grammar aspects. Phrasal verbs can be transitive and intransitive. Some phrasal verbs can be used in both ways. The example of intransitive verb is *to eat out*, the two parts of the verb can't be separated by any other word. In order to use transitive phrasal verbs correctly, it's essential to know where to put the object. With some phrasal verbs, the object can go either between the verb and the particle or after the particle: He tore the paper up/He tore up the paper. When the object is a long phrase, it usually comes after the particle: He tore up all the papers she had sent him. When the object is a pronoun, it must always go between the verb and the particle: She read the letter and then tore it up. Some phrasal verbs are inseparable, i. e., the two parts cannot be separated by the object, but there are a few phrasal verbs in which the two parts of the verb must be separated by the object. Some transitive phrasal verbs can be made passive, e. g. *The deal has been called off* [1, p. 1828].

Many phrasal verbs are idiomatic: in other words, the meaning of the verb and the particle is different from the base verb on its own. For example, the meaning of *give up* and *give in* are quite different from the meaning of *give*. As with idioms, some phrasal verbs are more transparent than others, e. g., *stand up* and the most common meaning of *stand* are very similar in meaning. In other words, phrasal verbs can be seen as a type

of idiom, and they are often singled out for specific attention in language-learning materials [2, p. 5].

An idiom is a phrase, its meaning is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. Let's consider the phrase *to be in the same boat*. It has a literal meaning that is easy to understand, but it also has a common idiomatic meaning of being in the same difficult or unfortunate situation. Some idioms are imaginative expressions such as proverbs and sayings: *too many cooks spoil the broth* – if too many people are involved in something, it will not be well done. If the expression is well known, part of it may be left out: *the story of many cooks*. Other idioms are short expressions used for a particular purpose: *get lost*, *hang in*, etc. Many idioms, however, are not vivid in this way. They are considered as idioms because their form is fixed (*for certain*, *in any case*). In some idioms many alternatives are possible. In the expression “to disappear into thin air”, *to disappear* can be replaced with *to vanish*, *to melt* or *to evaporate*.

To learn phrasal verbs and idioms effectively a range of successive training tasks should be completed, starting with the context for learning the meaning, grammar and stylistic aspects, ending with speaking activities. In case the meaning of a phrasal verb or an idiom in the text is vague, it's essential that the glossary should be provided, or it can be illustrated in visuals or diagrams, a pronunciation model should also be given at the stage of presenting an item.

The examples of the context and the glossary are given below.

Good communicators are people who:

- are first of all good listeners, and really *take in* what others have to say;
- make sure their body language *isn't at odds with* what they are saying;
- *pick up on* little things that are important to people, such as important names or dates;
- *keep people in the picture* about things;
- know when to distribute information *on a need-to-know basis*;
- don't *get people's backs up* by being rude, aggressive, dismissive, etc.;
- *win people over* rather than make demands;
- are prepared to *open up to* people, so that others will open up to them.

Glossary:

Take sth in – understand, absorb and remember new facts and information.

Be at odds with – be in conflict with sth; contradict sth.

Pick up on sth – notice sth and perhaps react to it.

On a need-to-know basis – so that sb is told what they need to know and only when they need to know it.

Get sb's back up – annoy sb.

Win sb over/ round (to sth) – get sb's support or approval by persuading them you are right or sth is right.

Open up (to sb) – talk about what you really feel and think.

To train phrasal verbs and idioms effectively, a lot of diverse speaking activities are done, e. g., completing a dialogue, answering questions, responding to a situation with a suitable idiom, expressing ideas with the words given, etc.

At the end a personalized exercise which gives an opportunity to use the new vocabulary can be given, as well as pair-work activities for learners can be organized to practise their spoken English. After a period of time has passed the review exercises should be completed, individual student work should be focused on regular revision of the new vocabulary [3, p. 154].

When people think of idioms, they tend to think of imaginative and colorful expressions. Some of them can be extremely difficult to understand, so they need to be explained. Others may appear very simple or plain so they often pass unnoticed as idioms. However, all of them hold a particular attention of language-learners. Their lexical, stylistic and grammar peculiarities can be learnt on the basis of completing effective consistent training exercises and speaking activities.

Список цитированных источников

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