

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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**HAIPHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT**

GRADUATION PAPER

**A STUDY ON TECHNIQUES TO IMPROVE
LEARNING PHRASAL VERBS FOR THE
FIRST YEAR ENGLISH MAJOR STUDENTS
OF HPU**

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HAI PHONG - 2012

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

Nhiệm vụ đề tài tốt nghiệp

Sinh viên:Mã số:.....

Lớp:Ngành:.....

Tên đề tài:

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Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

(về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

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Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày tháng năm 2012

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2012

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng năm 2012

HIỆU TRƯỞNG

GS.TS.NGŨT. Trần Hữu Nghị

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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Hải Phòng, ngày tháng năm 2012
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CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1.Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

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2. Cho điểm của người chấm phản biện :.....

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(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2012
Người chấm phản biện

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Hai Phong, December 2nd

TABLE OF CONTENT

Acknowledgement	
PART A : INTRODUCTION	1
1. Rationale	1
2. Aims of the study.....	2
3. Scope of the study.....	3
4. Methods of the study.....	3
5. Design of the study.....	4
PART B: DEVELOPMENT	5
CHAPTER I: THEORETICAL BACKGROUND: OVERVIEW OF PHRASAL VERBS	5
I.1 Presentation	5
I.1.1 The importance of Phrasal Verb.....	6
I.1.2 Definition of Phrasal Verb.....	8
I.2 Types of Phrasal Verbs	9
I.2.1 Prepositional Verbs.....	9
I.2.2 Phrasal verbs	12
I.2.2.1 Intransitive – Phrasal Verb.....	14
I.2.2.2 Transitive- Phrasal Verb.....	14
a. Non- Separable Transitive.....	14
b. Obligatorily Separable Transitive.....	14
I.2.2.3 Phrasal – Prepositional Verb.....	15
I.3 Comparison among Phrasal verbs	15
I.4 Common mistakes	18
CHAPTER II: STUDY ON LEARNING AND TEACHING PHRASAL VERBS FOR THE FIRST YEAR ENGLISH MAJOR STUDENTSS OF HPU	
II.1 SET OF THE STUDY	20
II.1.1 Purpose.....	20
II.1.2 Design	20

II.1.3 Methodology.....	21
II.2 DATA ANALYSIS	21
II.2.1 Students' viewpoint on Phrasal Verbs	21
II.2.2 Students' frequency of using Phrasal verbs in oral conversations.....	22
II.2.3 Students' frequency of learning and practicing Phrasal verbs out of classes.....	23
II.2.4 Why are students embarrassed with using Phrasal verbs for communications	24
II.2.5 Method teachers use to present Phrasal verbs	25
II.2.6 Methods students use to learn and practice Phrasal verbs out of classes.....	26
II.2.7 Obstacle in learning Phrasal verbs	27
II.2.8 Student' knowledge on Phrasal verbs	28
II.3 Discussions and findings.....	30
CHAPTER III : SUGGESTED METHODS AND TECHNIQUES FOR STUDENTSS TO IMPROVING LEARN PHRASL VERB	
III.1. Suggestions for students to make Phrasal verbs easier to learn ...	31
III.2. Tips for making Phrasal verbs easier to learn.....	42
III.3 Tips students' should avoid when learning Phrasal verbs	44
III.4 Recommendations for teachers	45
PART C: CONCLUSION	46
1. Conclusion	46
2. Reference.....	48
3. Appendix.....	49

PART I: INTRODUCTION

1. RATIONALE

English nowadays is considered to be a “dominant language” because of its widespread influence in the world, both in developed countries and gradually common in the rest areas. It is highly essential to know the language for communication. Wherever you live and work, English has become an essential requirement for anyone to communicate with others and get a good job. Today the economical, political, military and commercial relations among the countries in the world have greatly increased and become more important. For these relations to be carried out, the subject of learning and teaching language has gained great importance. Teaching and learning English are very important and necessary because in the computer age, English is the only language that anyone uses to catch with the change of technology. That is reason why people currently get more interest in learning English, the parents even if facilitate their children to contact with English at the small age

Learning English is a long and troublesome process. The students must get equally all the four basic skills: speaking, listening, writing and reading. To acquire all skills the learners must have one thing that can be said to be the basis of language: vocabulary.

It wouldn't be wrong to say that vocabulary is one of the most important components of the language. One of the main component to make up the vocabulary is Phrasal Verbs which pose a number of confusion and difficulties during learning English

“Phrasal Verb” – a very important and the most difficult aspect for learners of English language as a second of foreign language. Phrasal verbs are widely used by native speakers of English. But they have been found to be difficult for the second language learners to master. In addition, Phrasal verbs have

been the source of frustration for learners of English. Many students complain about the difficulties encountered when they have using the phrasal verbs... The subject of how to learn Phrasal Verbs is still quite controversial. There is no specified way or a programmed manner in which a student can learn all the phrasal verbs, as well as nouns, adjectives, idioms... Because Phrasal verbs have figurative meanings, when one of the components that form a Phrasal Verb changes, most of the time, the meaning also changes. The learner find difficult to use them properly. Thus students need to be encouraged to learn them well. From where I stand, I realize that the first year major English students of HPU as well as other Vietnamese students have a lot of difficulties in learning and practicing Phrasal verbs. They often fall into confusion when translating and using Phrasal verbs because of lacking of professional knowledge and the appropriate learning methods

Due to the above, I have come up with an idea of making an investigation into these difficulties and recommending more supplementary techniques to improve the current situation. Hopefully, the study, named “ A study on the techniques to improve leaning phrasal verbs for the first major English students of HPU’’, may be of some use to those who have faced difficulties and boredom of learning phrasal verbs to get more effective results in the near future.

2. AIM OF THE STUDY

The experimental study on Phrasal Verbs aims to figure out an basic knowledge on Phrasal Verbs and other matters relating area. In detail, my Graduation paper aims at:

- Collecting and presenting background overview of Phrasal Verbs
- Studying on learning Phrasal verb of the first year English major of HPU and finding out the encountered difficulties in learning Phrasal verbs

➤ Another goal of this study is to suggest some more effective and appropriate techniques for the first English major students to minimize boredom and be more passionate with Phrasal Verbs

The most challenging part of a language for the second language learners, as it is not the mother tongue. The learners really get tired of learning Phrasal Verbs. I wish my research paper would have been a source of useful and practical reference material on Phrasal Verbs to help the first year English major students at Hai Phong Private University minimize tediousness and difficulties and get higher results in their learning.

3. SCOPE OF THE STUDY

Phrasal Verbs are generally thought to be one of the difficult items for learners of, English which would require a great amount of time and effort to do research. Besides there is also a abundant material resource on phrasal verbs. However, due to the narrow scope, the study mainly focuses on learning condition, and effective techniques in limiting existing difficulties in learning phrasal verbs. And the major subjects that the study mainly aims at are the first English major students of HPU

4. METHODS

To catch all above aims of the study completely, the following steps are employed in my studying process:

- Researching and collecting materials from reference books, internet, researcher's experiences...
- Interviewing and conducting the survey questionnaires for the first major English students at Hai Phong Private University with determination to discover their learning attitude and the difficulties have existed up to now.
- Basing on personal experiences gained when I was the first major students, too

5. DESIGN OF THE STUDY

It is very easy for the readers to get a clear overview of the research paper through a table of contents inserted pages number. It also helps the readers to access to the part they need more easily and quickly. This paper consists of three parts:

- **Part I** : The Introduction includes: Rationale , Aim, Scope, Design, And Methodology Of The Study

- **Part II**: The Development are three chapters:
 - Chapter 1: is the presentation of Background Theory Which Provides Readers The Basic Knowledge Of “ Phrasal Verbs”

 - Chapter 2: consists of
 - Set of the survey questionnaire - gives the situation analysis, subjects, and data collection instrument
 - Data Analysis- show the detailed results of survey and make a comprehensive analysis on the collected data
 - Findings and discussions

 - Chapter 3: gives suggested methods and techniques for the first year English major students of HPU to learn phrasal verbs effectively

Part III: The Conclusion presents an overview of the study, suggestions for further research and limitations of the study.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND: OVERVIEW OF PHRASAL VERBS

1. Presentation

In our time, one of the most challenging subjects in learning English is learning the new vocabulary, and one of the most difficult parts of the new vocabulary is Phrasal verbs

Phrasal verbs consist of two or three words, which are verbs and adverbs or preposition. Phrasal verbs sometime have meanings easily guesses such as “sit down” meaning be seated. However, in daily life, they have really different meaning from the verb forming the phrasal verb such as “make out” to understand something or draw a plan. The reason is that some phrasal verbs have an idiomatic meaning which is usually defined as the fact that

“The meaning of the complex unit doesn't not result from the simple combination of those of its constituents”

(Arnaud & Savigon, 1997, p.161)

English learners significantly preferred one- word expressions to phrasal verbs, while English native speaker did not. This is not surprising since learning Phrasal Verbs are more complex than learning single words because of their idiomatic meaning.

We can find that learners chose fewer figurative phrasal verbs than literal phrasal verbs on a multiple- choice test because of the semantic difficulties of figurative phrasal verbs.

In conclusion, the idiomatic phrasal verbs might be harder to learn than transparent phrasal verb. Therefore, it is necessary for us to spend more time on investigating the phrasal verbs and reviewing the learning current methods for phrasal verb

2. The Reasons of Learning Phrasal Verbs



Making students learn the terms with phrasal verbs is a continuous challenge. The fact of the matter is that phrasal verbs are just rather difficult to learn. Schneider (2004; 229) states that particle verbs have a specially historical and sociolinguistic status in English. However, the English learners cannot ignore Phrasal Verbs because “the importance of multiword expression to gain fluency in language learning has been asserted by many researchers” (Wood, 2004, Folse, 2002).

Firstly, Phrasal verbs are becoming increasingly prominent with the increasing influence of the English language. They are very important for learners because they are so prevalent in everyday spoken and informal written language...In order to understand, speak, read and write correct English, it is important to learn phrasal verbs. Currently there are over 5,000 phrasal verbs, many of which are everywhere in the written (songs, article, essays, stories, tests....) and spoken forms. Thus, Phrasal verbs are very common and are really good way to make your sound more natural and friendly when speaking informal English. It is compulsory to master phrasal verbs to improve your speaking competence. Not only do learners need to understand the more common phrasal verbs, but they will also need to use them as native speakers

Of course it won't do you any harm if you know the formal synonyms of those phrasal verbs but why try to sound very smart and use them when chatting with friends and word colleagues? Just listen to some native English

speakers chatting with each other and you'll realize most of action words that they use in their conversations are phrasal verbs!

Example: Now I'm gonna give you two versions of the same conversation so that you can see how different the end result can be depending on what you use more – formal English or phrasal verbs.

First of all – a normal, friendly conversation packed with phrasal verbs.

- Hi, how are you John, what *were you up to* during the weekend?
- Hello Matt, I'm great, thanks for asking! I *made up* with Emma and she *moved back in* on Saturday night!
- Really? That's cool man! Great to hear things are *looking up* for you again!

And now the same conversation but I'll just replace the phrasal verbs with more formal words – ones that are normally taught at school as part of Standard English curriculum.

- Hi, how are you John, what **were you doing** during the weekend?
- Hello Matt, I'm great, thanks for asking! I **resolved the argument** with Emma and she **relocated into** my apartment again on Saturday night!
- Really? That's cool man! Great to hear things have started **to improve** for you again!

Now do you see the difference? While the second version of the dialogue is still in normal English, it sounds more formal, it takes a bit longer to tell the same thing, and it doesn't sound as friendly as the first version of the dialogue!

The value of the term “Phrasal Verbs and its alternatives are debatable. One initial problem is that writer on the subject disagree as to exactly what a phrasal verb is: other use different names for different types. However whatever the name, the concept of what we may neutrally call multi- word verbs is useful. It is useful to consider that the name is not important, though understanding how the verbs groups are used is.

4. TYPES OF PHRASAL VERBS

To understand lexical aspects and semantic properties of Phrasal verbs we are going to analyze the following sentences to categorize and make a distinction among types of phrasal verbs

1. He went into the old house
2. He went into the traffic problems

- In the Ex1 above, **go** is a verb with a meaning similar to move from this place to a specific place, and **into** is a preposition conveying the idea of to or in a inside position somewhere. Each of them can be used independently with these meanings in thousands of other sentences,

For example :

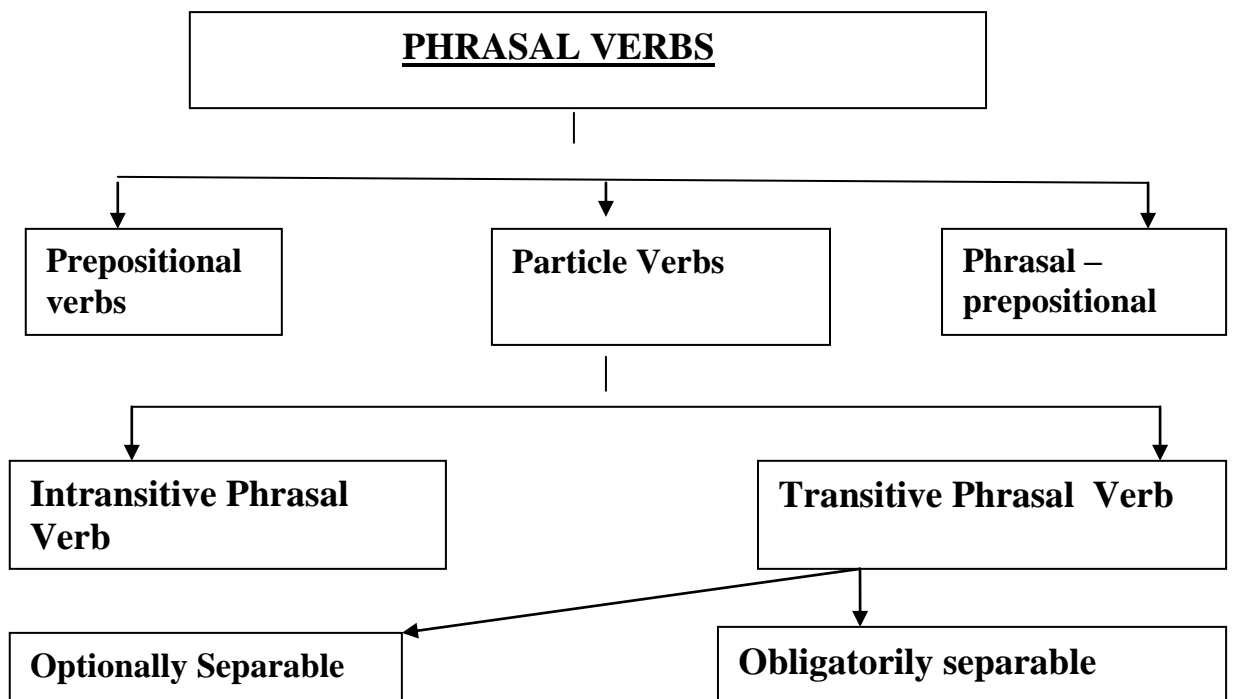
- + If you go faster, you can just see me
- + My mother put the breads into bags

- In the Ex2, however, the word **go** and **into** together make up a unit with a meaning similar to deal with problems/ questions : this meaning cannot easily be inferred from the core meaning of the two parts. A further difference between the sentence is that it is possible to reposition into in Ex2 but not in Ex1

In the following sections we examine the way in which multi- word verbs are used. We shall see that the verbs fall into distinct types. For the sake of easy reference, each type has been given a name but , as noted above, the name is not important; what we are examining is how each type is used

➤ **TYPES OF PHRASAL VERBS**

Traditionally, Phrasal Verbs have been divided into three types. To help the learners to specify the division of Phrasal verbs, the researcher draw following chart:



4.1 Prepositional Verbs

- Ex. - The manager went into the traffic problems thoroughly
 - He help me look after my baby

Here, the underline word- pair takes on a meaning beyond the literal meanings of the original verb and preposition though it may be possible to see the meaning as metaphorical extension of those literal meanings). The word

group “go into” is the metaphorical extension of dealing with the matter and “look after” is keeping an eye on the baby. Thus, we can come to a conclusion of prepositional verbs definition is

- **Definition :**

prepositional verb are constituted by verb- preposition (or they are used in the same patterns as verbs followed by a preposition) and it can be useful to consider such verb + preposition groups as **multi- word verbs**. Some writers call this type of multi- word verbs as non- separable phrasal verbs or transitive Phrasal Verbs. we say that a verb is a prepositional verb when the particle is not an adverbs but a preposition

- **Features:**

- Commonly used in prepositions : in, after, about, for

Look after

Care about

Care for

Look in

Talk about

Apply for....

- Like phrasal verbs, prepositional verbs vary in their idiomaticity. Highly idiomatic combinations include : *go into* (a problem) “ investigate”, *come by* (the book), “obtain”

- They is one type of transitive verbs (that always takes an object), preposition never stand alone without objects.

a. Verb + preposition + noun phrase

Ex. We must account for all the information in our report

b. Verb + preposition + single pronoun object

Ex. We must account for it in our report

c. Verb + preposition + pronoun object coordinated with a noun or another noun

Ex. We must account for it and other matter in our report

- They are inseparable phrasal verbs that means the preposition in prepositional phrase must precede its complement

Ex. ~~We must account all the information for in our report~~

- If the object (substantive) is substituted by a pronoun, it must be placed after particle (preposition)

Ex. ~~We must account it for in our report~~

- The accent is on the base verb, not on the particle

I'll LOOK after the children

- It is grammatically acceptable to include an adverb between the verb and the preposition

I'll look *CAREFULLY* after the children

4.2 Phrasal Verbs

Now consider this sentence:

The children can catch on what the teacher said

Once again, the underlined word- pair takes on a meaning “understand” beyond the original dictionary definitions of its parts. However, the word “

on” is not a preposition here, but as an **adverb** or , as some writers refer to a word in this way, a **particle**

- **Definition :**

The term “phrasal verb” use for combination of “Verb + particle” . It is the most common phrasal verbs. They are common called by some other names as Adverbial verb or particle verbs . We say that a verb is phrasal because the particle after it is an adverb.

- **Features:**

- Commonly used in adverb: up, down, off, on

Set up, call off, make out, bring up, look up.....

- Schneider (Schneider; 2004: 230) says that Phrasal Verbs for example *find out* or *call off*, are verb – particle combinations which are frequently semantically not transparent at all and strongly idiomatic, so the fusion of two words to a new, complex lexical unit is practically complete

- The Phrasal Verbs are curious in a way. It is often made up of a content word and one or more particle. Phrasal verbs are especially rich in oral communication. Although native speakers of English have no difficulty with them, the learners of English as a second language find them complicated, difficult and hard to learn or memorize. (Bowen, & et al ; 1985, 203)

- Phonological feature: The accent is on the particle, not on the verb

I’ll put *ON* my trousers

- An adverb can’t be placed between the verb and particle

I’ll put ~~CAREFULLY~~ on my trousers

- They categorize into two main following types:

4.2.1 Intransitive Phrasal Verb:

- is Phrasal Verbs that cannot or do not take any object after the adverb or between the verb and the adverb. The preposition functioning as a particle must directly follow the verb. This makes the structure very simple. There is no passive form with the intransitive particle verb

Ex. After this chapter, I went on to the next one

When we were in London, we loved to eat out in sidewalk cafes

a. **Verb + particle:** Ex. The plane took off

b. **Verb + particle + adverb of manner :** Ex. The plane took off slowly

4.2.2 Transitive Phrasal Verb:

- These are phrasal verbs take a direct object. The particle following the content verb is movable. Therefore, they are divided into three subcategories

a. **Optionally Separable transitive – Phrasal verb :**

- are phrasal verbs which also require objects, but but the preposition functioning as a particle can follow either the verb or the direct object. When the complement is a noun

Ex. His mother brought up his son with great difficulties

(or) His mother brought her son up with great difficulties

The boss turned down the offer (or) The boss turned the offer down

b. **Obligatorily separable transitive - Phrasal verbs**

- Become obligatorily separable phrasal verbs when the direct object is in the form of a pronoun meaning the preposition functioning as a particle must follow the pronoun functioning as the direct object.

Ex. My father turned on the radio

My father turned it on

4.3 Phrasal - prepositional verb:

- **Definition:**

is a Phrasal Verb complex can contain a particle verb by a preposition as Verb + particle + preposition. It is also called *particle –prepositional verb* or *adverbial- prepositional verbs* . There are few verbs phrasal- preposition verbs: to get on with, to put up with, to check on...

Ex. He catch up with his brother in Paris (up is a particle and up is a preposition)

- **Feature:**

- Basic verb + particle + preposition (out of, up for..)
- We cannot insert an adverb immediately before the object

Ex. ~~He put up with willingly that secretary of his~~

- Always take the objects
- Cannot be separated by the object

Ex. ~~He put up willing with that secretary of his~~

5. **DISTINCTIONS AMONG THREE TRADITIONAL TYPES OF PHRASAL VERBS**

Learners often fall in confusing for studying three typical types of phrasal verbs. Therefore it should become necessary for making a distinction among three types of phrasal verbs which can lead us to a practical classification

5.1 Phrasal Verbs can be summarized as follow

Type Characteristic Features	Prepositional Verbs	Particle verbs		Particle- prepositional verbs
		Transitive	Intransitive	
Taking an object	X	X		X
Do not take object			x	
Separable		X		
Non- separable	X	X	x	X
Form	Verb + preposition	Verb + particle/ adverbial	Verb + particle/ adverbial	Verb + preposition +particle/ adverbial

5.2 . Is The Verb A Phrasal / Prepositional Verb Or Not ?

In order to decide if a verb + preposition or verb + particle combination is a Phrasal Verb or not, the learners can try to substitute the content verb with a synonymous single- word verb. If the sentence makes no sense, then the original is a phrasal verb. In other hand, if the sentence makes sense, the original is a single-word verb

For example:

Ex 1: He walked up a huge bill at the restaurant (anh ấy đã xem cái tầm yết thị lớn trong nhà hàng)

The underlined verb phrase is Phrasal verb. Because If we substitute the word walk with other single-word verb “ go up” the meaning will be changed or making no sense

Ex2: He walked up the hill

If walked up is replaced by “go up” the meaning of this sentence is not changed. Thus it is a single- word verb plus a preposition or falling type of verb followed by a preposition

5.3. Is The Verb A Phrasal Verbs Or A Prepositional Verb ?

Ex. He call up the man. The man was call up

Certainly, there would be so many students confused with deciding the underlined verb phrase in the above sentence is a Phrasal Verbs or Prepositional verb. To do the distinction between Phrasal Verbs and prepositional verb , we must take the difference between them

a. Phonological differences

➤ Phrasal Verbs

As presented in previous part, the particle in Phrasal Verbs is considered as adverb and normally stressed and , in final position, bears the nuclear tone

He called 'up the man The man was called ÛP

➤ Prepositional verb

Whereas the particle of a prepositional verbs is normally unstressed and has the “ tail” of the nuclear tone on the lexical verb

He 'called on the man The man was CÀLLED on

b. Syntactic difference

➤ Phrasal verb

- A syntactic difference is that the particle of Phrasal Verbs can often stand either before or after the noun

We can say : I'll put on *MY TROUSERS* .

I'll put *MY TROUSERS* on.

- Whereas it can only stand after a personal pronouns as it can it can be stated above

I'll put THEM on.

- An adverb cannot be placed between the verb and the particle

I'll put CAREFULLY on my trousers.

➤ Prepositional verb

- If the object is a noun or substituted by a pronoun, it must be placed after the particle (particle here is a preposition)

We can say : I look after THE CHILDREN.

I look after THEM.

- It is acceptable to insert an adverb between the verb and the particle

I'll look CAREFULLY after them.

6. Common Mistake

The preceding section has examined most of what teachers and learners need to know about how multi-word verbs are used. In this section we examine a number of further problems that can be encountered. The students need to be aware of them in order not to fall into the trap of misleading learners by giving incorrect explanations.

Sometimes a Phrasal Verb can be confused with a single- word verb followed by a preposition /an adverbial- prepositional phrase named **a *Verb followed by a preposition***

❖ *Verb followed by a preposition*

Ex. - Andrea went **into** the room . (from, through, past, etc)

- The cat got **over** the hedge (under, through, etc)

Two words “ into” and “ over” above is two preposition conveying the idea of direction of base verb

- **Definition:** In both sentences above the word in bold is a preposition. It is possible to deduce that the verb followed by a preposition is the type of one single- word verbs, intransitive ones, plus a preposition

- **Feature:**

- It is considered as a single- word verb

- followed preposition can be replaced by other prepositions such as those in the brackets

- Changing the meaning of the sentence as the meaning of the preposition changes, but there is no shift in meaning of the verb. However it is impossible to reposition of the preposition.

- The fact that some of these verb followed preposition groups can be replaced by a nearly synonymous verb without a preposition

Ex: go into = enter

Put on = wear

...

- we can infer one additional feature that: Verb + preposition is transitive verb because they need obligatory complements

Ex. The baby is lying **on** the chair

CHAPTER II : STUDY ON LEARNING AND TEACHING PHRASAL VERBS FOR THE FIRST ENGLISH MAJOR STUDENTSS AT HPU

1. PURPOSE OF SURVEY QUESTIONNAIRE

The main purpose of survey questionnaire is to do research on students' matters relating to Phrasal verbs: (especially focusing on viewpoint, understandings, frequency, and learning situation of the first and second year English major students of HPU who have educated Phrasal verbs)

A survey within the scope of the study is conducted directly in class of the first and second year major English students. The major aims of the study is to collect and analyze the data regarding the learning and using phrasal verbs of the participants

All the measurement in this study will be shown in table. In findings and discussions part of the study, there will be some assessment on the students' learning situation

2. DESIGN

2.1 Subjects

The subjects of this study are English major students of Hai Phong Private University , the participants are 35 freshmen of class NA1601 plus 25 the second year major English students

2.2 Procedure

- 17 questions about the learners' matters relating to Phrasal verb to measure the students' knowledge on Phrasal verbs and to study the learning situations were given out to students but there are not any oral interviews

- the survey questionnaire on Phrasal Verbs with 17 questions forming multiple choice and true / false questions is for the measurement of the students' knowledge on Phrasal Verbs approved by my supervisor
- the results of tests then have been analyzed

3. Methodology

The opinion poll and Small Exercise forming multiple choice questions are used to measure the knowledge of the students, facing difficulties and their opinion on learning conditions at English classes as well as out of classes. Basing on collected information the researcher analyzed the real statement of learning phrasal verbs of learners

4. DATA ANALYSIS

As mentioned in the above parts, the survey questionnaire was performed in order to determined the learner's knowledge of phrasal verbs and see their existing difficulties in learning phrasal verbs. Basing on two surveys questionnaires designed for the first and second year English majors, the researcher made the following conclusions

4.1 Students' Viewpoint On The Importance Of Phrasal Verbs

	How are Phrasal verbs important for your English ?
Very important	26 %
Important	58.5 %
Neutral	10 %
Not so important	5.5 %

Almost the participant have educated English at least 4 years, thus they must be acquainted with all aspects of learning English such as: grammar,

vocabulary, preposition.... At classes in university, the participants have practiced with some common Phrasal verbs through four skills: reading, listening, writing and speaking. Therefore, as the result of opinion poling, almost students agree that “phrasal verbs are very necessary component of English”. They also recognized the important role of Phrasal verbs in enhancing speaking competence with native speaker which occupies 58.5%. Meanwhile, there are a few learners have no highly appreciation on the role of Phrasal verbs with their English. It accounted for 5.5 %. They thought that the Phrasal Verbs are neutral takes up 10% and none of them think that Phrasal Verbs are not important. This partly reflex the awareness of HPU majors about Phrasal Verbs

4.2 Students’ Frequency Of Using Phrasal Verbs In Oral Conversations

As we see the result in the below table, the readers can evaluate the ability of using Phrasal verbs fluently of students. We know the Phrasal verbs are often commonly used in representations, oral conversation and communication of native speaker. However, the students’ practicing and using Phrasal verbs in classes and out of classes for communications are not positive.

	never	Rarely	sometimes	often	Always
In writings	0%	26%	31%	43%	0%
In oral conversations	0 %	36%	41%	23%	0%

The number of students who are used to using Phrasal verbs frequently in your English is not so high. None of them ever use Phrasal Verbs while

speaking or writing and both none of them always use Phrasal verbs to convey their thought when speaking and writing.

- About frequency of using Phrasal verbs when speaking English: Some of them about 23% often use Phrasal verbs for their conversation, representations, speeches.... On the contrary, our learner have a habit of replacing phrasal verbs which often used by native English speakers with another single base word because the table indicates that 36 % of them rarely communicate with Phrasal verb and the number of people sometimes just speak Phrasal verbs takes up 41% of the participants. Thus they often fall into confusion of understanding what is said in oral conversations with foreigners. Because the phrasal verbs are common in foreigners' speaking

- About frequency of putting Phrasal verbs in your writing. In general, Phrasal verbs are also not popular in writing by native speaker because they are less formal style. Thus 0% of them always use Phrasal verb as content verbs in their writing. 43 % of them often use Phrasal verbs, 31% of sometimes and 26 % of them rarely use Phrasal verbs when writing

4.3 Frequency Of Learning and Practicing Phrasal Verbs Out Of Classes

	How often do you spend your time learning and practicing Phrasal verbs out of classes ?
Never	0%
Rarely	17 %
Sometimes	45%
Often	33%
Every day	5%

- All our learners recognized that Phrasal Verbs stage is a very necessary component of English that we are compulsory to learn, thus according to above table none of them are not attentive to learning and practicing Phrasal verbs during the time out of classes.

However, It seems that these learners also feel very tedious and bored with studying phrasal verbs. They find no interests in learning Phrasal verbs. There are many aspects of English need being transmitted to the learners by teachers in limited time of classes, but The above table indicates that the learners have not much passionate with self- studying phrasal verbs via other resource like : internet, document resource, reference book.... They often invest their time on other aspects of English, so only 33 % of them are often aware of learning and practicing Phrasal verb. The number of learners sometimes studies Phrasal verbs out of classes takes up 45 % and only 5% they have habit of practicing Phrasal verbs every day.

4.4 Why Are Students Embarrassed With Using Phrasal Verbs In Oral Communications?

Almost students know the importance of Phrasal verbs in improving their speaking competence. They are really hoped to fluently communicate with foreigners so natural as foreigners, by using Phrasal verbs when speaking. Thus 0% of them said that they do not like fill their conversations with Phrasal verbs. Nevertheless, there are 78% of them choosing the answer that they feel not confident with their Phrasal verbs to communicate. This leads to embarrassments of the first year English major students of HPU as communicating with foreigners by Phrasal verbs. Only 14% of them chose the choice that they are not used to communicating by Phrasal verbs. Some of them about 8 % give other reasons

Why are students embarrassed with using Phrasal verbs in oral communications?

- Students are not used to communicating by Phrasal verbs (14%)
- Students are not confident with their Phrasal verbs (78%)
- Students are not interested in Phrasal verbs
- Other reasons: (8%)

4.5 Methods Teachers Often Use To Present Phrasal Verbs In Classes

	Never	Rarely	Sometimes	often	always
Through context	0%	0%	15%	35%	50%
Definitions	0%	0%	0%	64%	36%
Through exercise	0%	0%	8%	76%	16%
Visual aids	82%	9%	9%	0%	0%
Games	9%	35%	56%	0%	0%
Songs	0%	77%	23%	0%	0%
Stories	0%	86%	13%	0%	0%
Quiz	0%	45%	45%	10%	0%
Videos, film	0%	95%	5%	0%	0%
.....					

One outstanding problem from the above table we can infer immediately is almost the participants said that the methods teachers often use silent way (through context, giving definitions, through exercises) to educate Phrasal verbs for students

- Through context in the textbooks: 50% of them confirm they are always provided with Phrasal verbs through the textbook they study in classes.

- Definitions means the teachers present Phrasal verbs and their meanings to learners: 64 % of them said that the teacher often present Phrasal verb and their meaning to students. Besides , 36% of them pick the choice of “ always”

- Through exercise : almost time in classes the learner spend on learning and practicing Phrasal verbs they have learnt through doing exercises handed out by teachers. The number of students give the answers that they often learn Phrasal verb through exercise take up 76%, 16% are for always and 8% are for sometimes.

- The table points out that: The methods less used in the classes to present Phrasal verbs are active methods such as : visual aids, games, songs, stories, quiz.

4.6 Methods Students Often Use For Learning And Practicing Phrasal Verbs out of classes?

Learning by heart	Doing exercise	Reading and note-taking	speaking	Writing	Listening and watching (songs, film, videos...)
45%	21%	15%	7%	9%	3%

Almost the participants use the traditional methods for remembering Phrasal verbs, Near half of them (45%) spend their time the most on learning by heart Phrasal verb they get with less practice. Only 21% of them are interested in doing exercise having Phrasal verbs. Reading and note-taking method account for 15%. And the more effective methods : speaking, writing and listening skill for enhancing their Phrasal verbs are less used in classes and out of classes.

4.7 The Obstacles In Learning Phrasal Verbs In Classes And Out Of Classes?

It would not be amazing to see that: as the result of the survey questionnaire, 100% of them agree with listed problem relating learning Phrasal verbs. The Phrasal verbs themselves make the learners tedious and bored with learning them. Nevertheless, outside elements have greatly influenced on their learning Phrasal verbs

- Students have not made best use of more effective methods for their learning Phrasal verbs
- Students are not interested in and motivated with learning Phrasal verbs
- Students find Phrasal verbs so hard to learn
- Students lack a favorable environment to practice Phrasal verbs both in classes and out of classes
- Students are provided with a rough material relating to Phrasal verbs
- Time teachers spend for Phrasal verbs is limited
- Being not confident with your Phrasal verbs
- All of them (**100%**)

4.8 Students' knowledge of Phrasal verbs

The questions from number 9 to number 17 are for measurement students' knowledge on Phrasal verbs:

- **Question number 9: “According to you, what is the definition of Phrasal verbs?”**

None of them give the correct answer about the definition of Phrasal verb. They just can recognize a verb phrase appeared in sentence is a phrasal verbs or not, they have not correct understandings on Phrasal verbs

- **Question 10 : The underlined words in this sentence “ the manager went into the traffic problems” are**

- A. Phrasal Verbs (selected by 45 of 60 participants)
- B. Single- word verbs plus a preposition (selected by 15 of 60 participants)

- **Question 11: “ The baby went into the house” the underlined words are**

- A. Phrasal verbs (selected by 35 of 65participants)
- B. Single verb followed a preposition (selected by 30 of 65 participants)

- **Question 12 : We must.....to another week**

- A. Put off the meeting (selected by 89 % of participants)
- B. Put the meeting off (selected by 7 % of participants)
- C. Both of them (selected by 5% of participants)

- **Question 13. “ He take after his mother” can be rewrite :**

- A. He take her after (selected by 66% of them)
- B. He take her after (14 % of them)
- C. Both of them (20% of them)

• **Question 14 : “ I cannot put up with his behavior anymore” can be rewrite**

- A. I cannot put up with it anymore (86 % of them)
- B. I cannot put up it with anymore (4% of them)
- C. Both of them (10% of them)

• **Question 15: As they are identical twin, it is difficult to**

- A. Mix them up (16%)
- B. Take them apart (42%)
- C. Tell them apart (35%)
- D. Set them up (7%)

• **Question 16: Suddenly the fire alarm and every one had to leave the building**

- A. Set off (28 % of them)
- B. Shot up (5 % of them)
- C. Got around (9 % of them)
- D. Went off (58 % of them)

• **Question 17: On the day I left , the whole family.....at the station**

- A. Saw me off (67 % of them)
- B. Showed me out (28 % of them)
- C. Stood in for me (2 % of them)
- D. Took me up (3 % of them)

5. Conclusions and Findings

Hereafter presenting some conclusions and findings the researcher derive from the data interpretations above

- As survey, the first and second year English major students of HPU are also interested in learning Phrasal verbs; however the frequency of Phrasal verbs usage in their communications and presentations is not popular. They have a tendency to convey their idea to listeners by single word verbs rather than Phrasal verbs

- Our students spend less time on learning and practicing Phrasal verbs out of classes than other aspects of English

- As mentioned learning Phrasal verbs is a trouble process because the phrasal verbs is very complicated to remember. The learners often find boredom and tedious when learning Phrasal verbs. Nevertheless, the current methods both teacher and students are using for learning and teaching Phrasal verbs have duplicated the boredom and obstacles for students to study Phrasal verbs, leadings to a poor result

- There are many existing difficulties in their students' learning Phrasal verbs. Whereas, here are some typical problems:

- Students have not made best use of more effective methods for their learning Phrasal verbs
- Students are not interested in and motivated with learning Phrasal verbs. Students find Phrasal verbs so hard to learn
- Students lack a favorable environment to practice Phrasal verbs both in classes and out of classes
- Students are provided with a rough material relating to Phrasal verbs
- Time teachers spend for a Phrasal verb is limited. Because each period only last in 45 minutes with many aspects need presenting. Thus time teacher often spend on Phrasal verbs is insufficient

CHAPTER III : SOME SUGGESTED TECHNIQUES FOR THE FIRST YEAR ENGLISH MAJOR STUDENTSS OF HPU TO IMPROVE LEARNING PHRASAL VERBS

Like other English major students in general, learning and using Phrasal verbs is very important with the first year English major students. However learning Phrasal verbs is one of the most challenging tasks for English learners. The learners quickly become confused and tired with learning and using Phrasal verbs. The most important thing is the language learners must draw logical and strategic methods for themselves to make progresses in their learning. Vocabulary need investing so much time to master them, especially “ Phrasal Verbs” stage, one of the most difficult , that you often fall into confusing.

❖ SUGGESTIONS FOR STUDENTSS

The most essential thing with the our students is to be regular in contact with Phrasal verbs: getting to know more Phrasal verbs, understanding their meanings to enrich your Phrasal verbs and make best use of them to have more natural communications

• In teachers’ classes : what should the learners do ?

1. Being concentrated on teachers’ lectures

Because Phrasal verbs are difficult to remember, many learners find learning Phrasal verbs very tedious and boring. Thus, when you are in classes, being conscious with what happening in the classes, trying to avoid distraction from outside and concentrate on what teachers are saying in classes. In classes at Hai Phong Private University, the teachers often present Phrasal verbs and convey their meanings through readings in textbook and material that have

Phrasal verbs to the first students. Because Phrasal verbs are informal and common in daily conversation, thus one form of material could be dialogues like this:

Two friends are driving to a party.

John: You just went by her house. You should turn around and go back.

Bob: I don't think that was her house. I'm going to go on.

John: I looked up the address on the map. It's between Seventh Street and Eighth Street.

Bob: Fine, I'll turn the car around.

John: Now we have to figure out where to park.

Bob: Turn off the radio so I can concentrate on parking.

John: But I love this song! It wakes me up.

Bob: You're starting to tire me out. Could you quiet down and help me look for parking?

John: Lighten up. Hey, there's a parking spot!

Bob: Sorry, I'm just a little worked up. I broke up with my girlfriend last night.

John: You split up with Alice?

Bob: Yeah. We'd been going out for three years. We had a fight and she kicked me out. Now I have to move out and figure out where to live. I totally messed up.

John: I'm sorry. You can hang out at my place until you find an apartment.

Bob: Thanks. I can always count on you.

John: Well, cheer up. I'm sure you can meet someone new at the party. It's time to move on.

- Making a list of unknown Phrasal verbs that will be given by teacher beside you

Phrasal verbs	Definitions
Go by	
Go on	
Look up	
....	

- Scanning the material given by teachers and quickly underlining the Phrasal verbs you find and putting them into your list

- Taking note the meanings of Phrasal verbs appeared in the material, if they are be conveyed by your teacher or make sure that when you are studying new verbs in the dictionary to read the entire entry. Don't just learn the main verb; take time to look at the phrasal verbs that are constructed using the verb. Write a short explanation for each.

- The most effective step, you should make use of time in classes to practice them in your talks with your peers if the teacher give you free time. This is the best way to remember them quickly.

2. Being enthusiastic with teachers' activities

Sometimes, teacher use funny common games to teach Phrasal verbs for students: hangman games, cross word, matching games.... (that presented in “**Suggested Activities For Students**” part). They will create a comfortable and relaxed environment, minimize bored and make Phrasal verbs easier to remember, You should be enthusiastic with them

• Out of classes: what should we do?

Self- studying out of classes is the most important and indispensable way to improve your Phrasal verb. Since each class only lasts in 45 minutes, the time teachers often spend Phrasal verbs is limited because of others English aspects. As we are out of classes, we have more time, we should spend our time on practicing the Phrasal verbs. Although we have many other aspects to study, we cannot ignore Phrasal verbs. Moreover, it is said that Phrasal verbs is a difficult and important stage of vocabulary

1. The essential activities the first year major English students of HPU need to do for improving their Phrasal verbs

- Reviewing Phrasal verbs we have learnt in teachers' classes and trying to learn them by heart
- Taking a small time to study more than two meanings for each Phrasal verb. Because the Phrasal verbs are polysemous, they have different meanings in different contexts. This will save your time in other cases
- Practicing the Phrasal verbs through other exercise forms such as: (making sentences, filling in the blank...)
- Using them to make other conversations and practice conversations yourself. When speaking out these Phrasal verbs in a number of good times, it will not only make the Phrasal verbs easier to remember in long time but also improve your speaking competence,



- or write short funny stories with the Phrasal verbs



- Besides, Finding out the other verbs that have the same meaning with these Phrasal verbs you learnt in classes is also a great way to enrich your vocabulary

2. Some suggested form exercises for students to learn Phrasal verbs out of classes

Phrasal Verbs lessons and tests can now be obtained online over various websites. The demand of these lessons has increased tremendously. [Phrasal verbs and their meaning](#) are not very easily decipherable many times. The meanings of some are a little complicated and hence they require thorough study. All you need is good study material of **Phrasal Verbs lessons** and patience.

1. **Using the following verbs (believe, fill, get, look, put, switch, take, throw, turn, try) and the preposition (away, down, for, in, off, on ,out) an form meaningful sentences**

For example : my parents are out. So I have to look after my baby- brother

1. Quick!the bus. It's ready to leave
2. I don't know where my book is. I have toit
3. It's dark inside. Can you.....the light, please ?.....

o **Filling in the blankets Phrasal verbs with “up”**

1. Why don't you**up** tennis and painting ?
2. He usually.....**up** shop 6 P.M
3.**up** the good work
4. If you**up** the opportunity, you may not get another chance
5. I decide to.....**up** my boyfriend

.....

3. The suggested activities the first year English major students of HPU should do to enrich their Phrasal verbs

In computer time, it is not difficult for students to search document, material, exercise, lecture, books....relating to Phrasal verbs because of the popularity

of Internet. There are many useful ways to learn Phrasal verbs students can chose for themselves:

❖ **Reading : textbooks and other materials**

Reading is a traditional and silent way, it is a very important way students should consider, because the more you read, the more Phrasal Verbs you get. There are over 5000 phrasal verbs in English used by native speaker widely. Thus the most quickly way to get acquainted with them and master them is more reading. The teacher only can introduce a small quantity of phrasal verbs in limited time of classes. Only more reading helps you to widen your Phrasal Verbs resource. Actually, the students often get to know Phrasal verbs from the readings in textbook to fill your list of Phrasal verbs. Besides that students should more focus on other great material such as: poems, Stories, newspapers, novels, magazines,written by native speakers that are available on mass medias, internet.

You should choose the readings on Phrasal verbs according to specific topics: Food Phrasal Verb, Money Phrasal Verb, Business Phrasal verbs

For example : with the paragraph containing *Food Phrasal Verbs* below, what should be done ?

This is a lesson using food-related phrasal verbs in context.

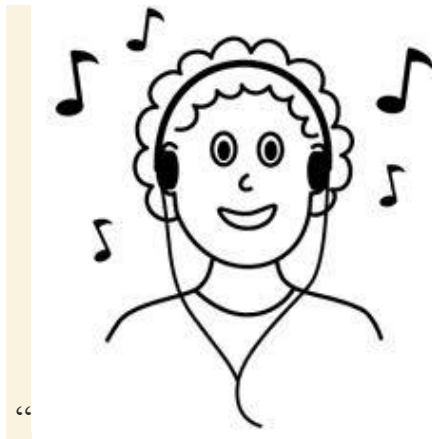
For breakfast, Tom sometimes **warms up** (1) Susan's left-overs and then he runs off for another day of work. This is against the doctor's advice so Tom should think about **cutting back** (2) on meat and eggs to **bring down** (3) his cholesterol. Actually, Mary, the woman who helps them with their house also has high cholesterol, even though she has **cut out** (4) meat and eggs and is on a diet of fish and steamed vegetables. Recently, however, Susan has noticed that the whiskey bottle is emptying out quite quickly so she suspects that Mary is **knocking it back** (5) now and again. This would be OK except for the fact that this is Susan's favorite bottle of whiskey!

❖ Listening music that have Phrasal verbs

Listening is as important as reading. Because listening skill is so difficult and tired, music will make you interested in learning Phrasal verbs. This is really great method the students have less used and made best use of it to better their Phrasal verbs so far

- Firstly, choosing one kind of music you like to listen, picking up one songs from this kind that have Phrasal verbs

- For example: here are the lyrics of great song named: "[Hard To Say I'm Sorry](#)"



Everybody needs a little time
away.”

I heard her say,
“From each other.”
“Even lovers need a holiday.
Far away, from each other”

Hold me now
It's hard for me to say I'm sorry
I just want you to stay
After all that we've been through
I will make it up to you
I promise to
And after all that's been said and
done

You're just the part of me I can't let
go

Couldn't stand to be kept away
Just for the day
From your body
Wouldn't wanna be swept away
Far away, from the one that I love

Hold me now
It's hard for me to say I'm sorry
I just want you to know

Hold me now
I really want to tell you I'm sorry
I could never let you go
After all that we've been through

I will make it up to you
I promise to
And after all that's been said and
done
You're just the part of me I can't let
go

After all that we've been through
I will make it up to you
I promise to

You're gonna be the lucky one

When we get there gonna jump in
the air
No one will see us 'cause there's
nobody there
After all, you know we really don't
care
Hold on, I'm gonna take you there

- When listening/ facing a phrasal verbs we are not familiar with, don't stop your listening/ watching and continue with whole sentence and try predicting its meaning

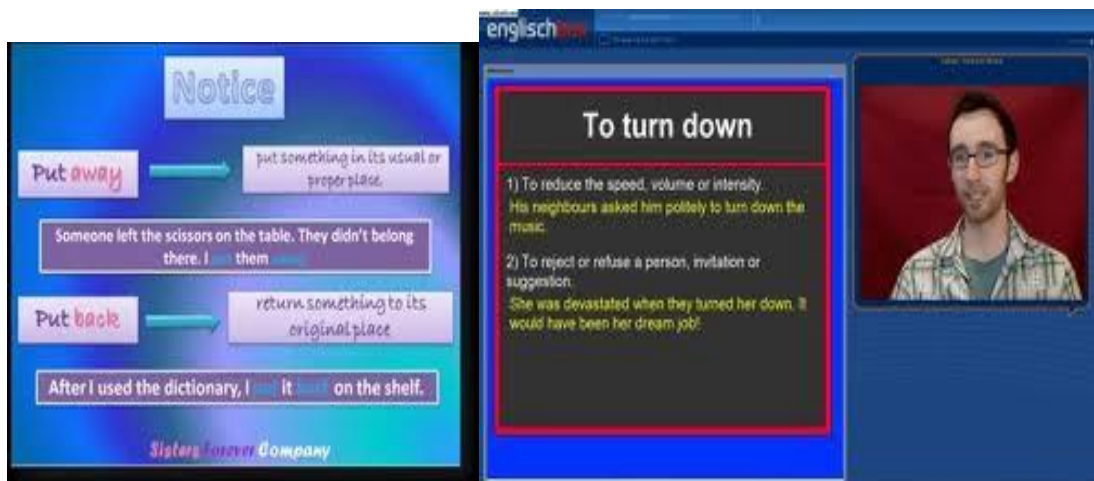
- Listing the new Phrasal verbs in lyrics, searching their meanings in dictionary and turning back your listening. When listening, you should try to follow the lyric of the songs to remember these Phrasal verbs

❖ **Through watching**

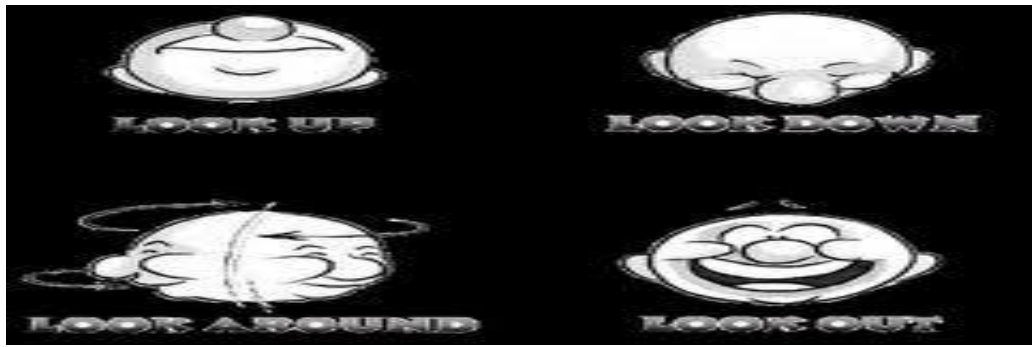
Which should we choose to watch?

➤ **videos**

Due to the development of technology, in our computer time there are many materials, lessons, instructions relating to Phrasal verbs that are available on internet. You should spend more time on watching useful videos which are possible to help you make progress in your learning Phrasal verbs



➤ **Watching picture** : besides watching videos talking about Phrasal verbs, they not only give you comfort but also great results in learning Phrasal verbs



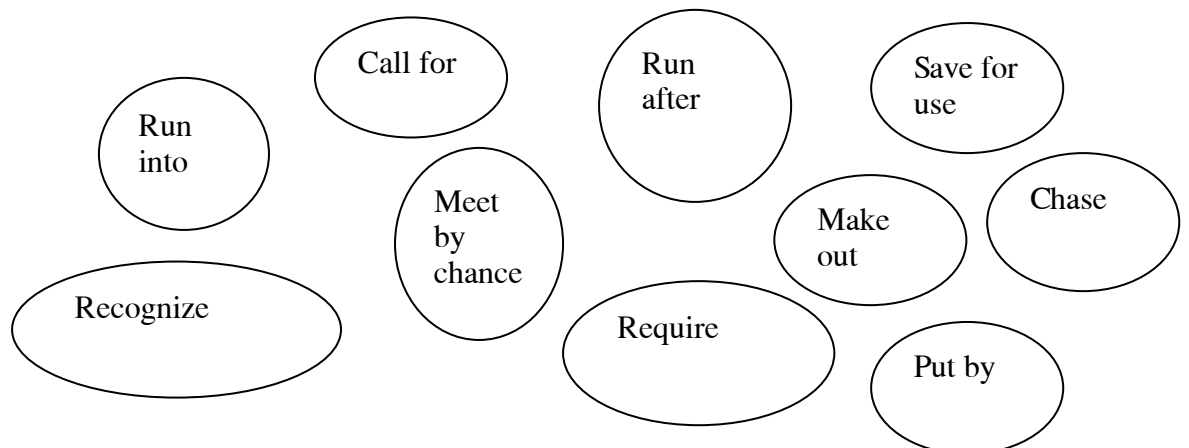
4. Suggested Funny Game To Learn Phrasal Verbs

Game is one of the best recreation types, although you are not in classes with your friends, it is very convenient for you to self enjoy them out of classes. Almost we feel relaxed with playing funny games. Learning Phrasal verbs is a very difficult process, thus funny games would considered as a effective way to make comfortable atmosphere to facilitate your studying.

Choosing a suitable funny game with learning Phrasal verbs is not difficult because they are available on websites, internet...Here are some common and proper game are:

- **Matching game:** This game is designed for remembering the meaning of Phrasal verbs. There are many Phrasal verbs or sentences containing Phrasal verbs in a group, you have to match pairs of phrasal verbs with the same meaning

For example: let's cover the same color for pair of round with the same meaning



- **Hangman game**: there is a unknown Phrasal Verbs give, player must predict the Phrasal Verbs by one character

For example :

Your task is find out the two-word phrasal verb having the meaning of “becoming interested in ...”. If your answer is incorrect, one part of your body will be hung:

--	--	--	--	--	--

- **Crossword game** : is very common game. This crossword is designed to test and review the [phrasal verbs](#) from one topic: (in a story, film, paragraph) You should read or review this article before doing the crossword. This game is really useful because it is easy for you to master all the Phrasal verbs you have read

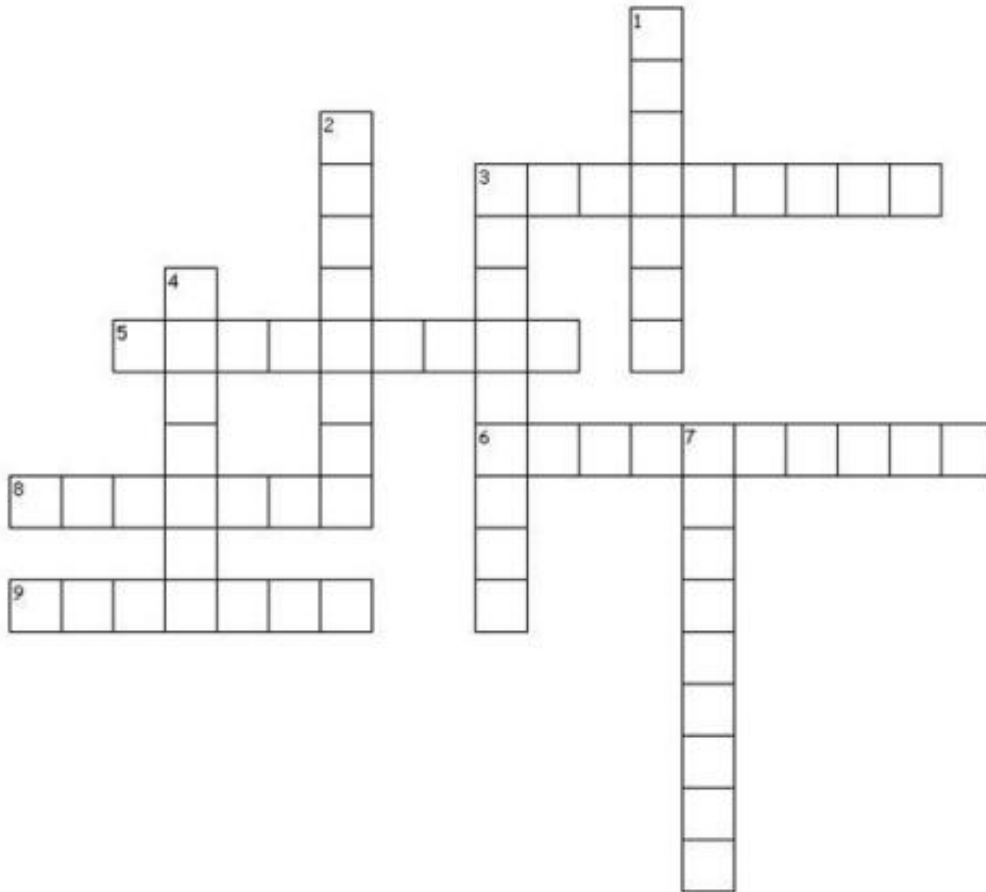
- **Clues:**

- **Across**

3. return
5. take control of something
6. resist strongly or attack someone who has attacked you
8. to present ideas or facts in an organized way
9. to persuade someone to sign a contract

- **Down**

1. depend on as a source of income or support
2. get information about someone or something
3. originate in, have as its source
4. use an idea, a fact, a situation as the point from which something can be developed
7. reject an offer or an application made by someone



- Apart from those games above, you can also make game for yourself or seek other games on internet

5. Tips for making Phrasal verbs easier to learn

- While there are many English learning websites where you can find lists of phrasal verbs, you need to find one where the phrasal verbs come with example sentences. You need to see in what context a phrasal verb is used to get it right!

Here's a suggested great website with thousands of phrasal verbs with examples. You can use it when picking new phrasal verbs to learn and also to look up meanings of new phrasal verbs you come across when learning English.

<http://www.usingenglish.com/reference/phrasal-verbs/>

- Picking a few phrasal verbs – one to three every day – and write them in your pocket dictionary. Memorize them by repeating a good number of times until the Phrasal Verbs settle in your mind.

- Always learn phrasal verbs within context! Don't memorize a single phrasal verb, instead repeat and memorize a phrase that contains it!

So instead of memorizing only 'to pass around' learn the whole phrase 'to pass test papers around'. By memorizing phrasal verbs this way you'll make sure you can use them in real English conversations later on. If on the other hand, you memorize only the exact phrasal verbs, you might struggle using them when speaking

- When choosing which phrasal verbs to learn, go for the most commonly used first! Learning English is often not so much about quantity as quality. You see –any person has active and passive vocabularies. Your active English vocabulary contains all the English words you can actually use when speaking, but passive is all the English words you recognize but can't really use when speaking. So while it's definitely useful to recognize meanings of plenty of phrasal verbs, you can add only a limited number of phrasal verbs to your active vocabulary in a given period of time.

That's why it's crucial to pick out the most commonly used ones and start using them when speaking English!

- Be careful when checking for meaning in your dictionary – phrasal verbs often have more than one meaning. Study the context of the sentence in which you first saw the phrasal verb. From that context you may be able to tell which definition in the dictionary is the one you need

- Learning phrasal verbs that are related by one context and subject: food phrasal verbs, money, business... This will better reinforce the usage of the phrases. Students can remember a few phrasal verbs related to the topics of dating, for instance, such as going out, asking out, turning someone down, etc. more easily than they could if the phrasal verbs they learn were unrelated

6. Tips student's should avoid when learning Phrasal verbs

- Avoid presenting massive lists of phrasal verbs to students. It is too difficult to draw any correlations between their individual meanings and the real world when there are 25 to learn in one lesson. Keep lists short and simple.

- While there are plenty of English textbooks dedicated to phrasal verbs, there's no real need to get a hold of one. You don't need to stuff your brain with hundreds of phrasal verbs at once because you'll simply start mixing them up! Of course, it never hurts to have one for reference, but I'd suggest you go for freely available online resources.

- Don't try to learn every meaning of a phrasal verb: one is enough to start with. Learn the other meanings once you are sure you'll remember the first.

- Don't translate phrasal verbs into your language when writing them into your pocket dictionary! Use other English words to explain them!. If you learn new phrasal verbs through your native language, you won't get out of the translation mode when speaking English. It's when you build a sentence in your native language in your head first, and then translate it into English. This advice is actually relevant when learning any new English words, so once you've acquired the basic English vocabulary, you'd better stop using your native language as reference. You can always explain a new phrasal verb using very simple, basic English words and that way you'll facilitate thinking in English which is crucial for your English fluency.

For example, a phrasal verb you're learning is 'to keep up'. Write it into your dictionary as part of a phrase 'keep up with me' and explain it using simple English –to stay at the same level as me when walking or doing something

➤ Advise: If you follow these tips and learn at least a couple of dozen of the most commonly used English phrasal verbs, you'll definitely notice a significant increase of your

spoken English fluency. That in turn will provide you with additional motivation to add even more of these multi-word verbs to your active English vocabulary!

❖ **RECOMMENDATIONS FOR TEACHERS**

As the English teacher, we all know that creating a classroom that is students centered teaching atmosphere and making the students participate actively in the class is really hard task for us. The students expect nearly everything from the instructor, but to overcome such problems, there are certainly things that we need to do such as:

- First of all, choosing communicative approach as our teaching method
- Realizing that using old methods can only be a temporary solution in language
- When necessary, stretching this method and making the lesson more interesting and funnier for the students. For when the lesson can draw the attention of the students, they will be excited with your lessons and they will certainly learn more and more effectively
- Deciding to teach the most common phrasal verbs used a lot in daily life. May be we can, if possible, give the synonym phrasal verbs of the verbs and showing them where and how these phrasal verbs are used in context
- Choosing phrasal verbs according to their frequency of use. When the students meet a word see a phrasal frequently , that the words becomes important for them to learn
- Using phrasal verbs in our explanations of some other verb to show that that they are commonly used in daily life. Or if possible making them listen to English news and showing them how and how often they are use
- Focusing the students, in a persuasive way, use them in their writings and discussion.
- Making the students be independents as they are adults, may be advanced learners. Group work, making speeches and writing sessions, letting them hear and see how and how often the native speaker use phrasal verbs

PART III: CONCLUSION

1. Overview Of The Study

Learning vocabulary especially Phrasal verbs is a really trouble skill with students. I have ever been a freshman of English major at Hai Phong Private University, from facing many difficulties in learning Phrasal verbs, together with the deep awareness about the importance of Phrasal verbs, the researcher carried out the study with the hope of finding out some typical difficulties that students experience in learning Phrasal verbs and seek the solution to improve their learning. The study includes three main parts. Part I is the introduction of graduation paper. It provides the readers the basic information of thesis. Part II is the development of the thesis including four chapters.

The first chapter gives the readers a general overview of the theoretical background on which this study based on. They are definition of Phrasal verbs, types of Phrasal verbs, Common mistakes...

The next chapter introduces the method applied in the thesis. Steps employed in this minor thesis such as data collection and data analysis are presented in this chapter. Basing on survey questionnaires were designed for 1st year English majors and using method to analyze the data, findings

The last chapter is suggested methods and techniques for the leaner to make Phrasal verbs easier to learn. There are both suggestions for students and recommendations for teachers.

2. Limitations And Suggestions For Further Study

In any research paper, limitations are unavoidable. The study retained some no exception

- As the survey is restricted to only small number of students, it cannot reflex the real situation of learning Phrasal verbs at Hai Phong Private University. Nevertheless, it is hope that the findings and discussions can give useful information to some extends.

- the study just found out some major difficulties from the first year English major students encountering in learning Phrasal verbs so there should be further study on different subject

- The techniques suggested in this study have been limited, the next study should be more focused on seeking better methods for students' learning Phrasal verbs

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APPENDIX

1. SURVEY QUESTIONNAIRE

1. How are Phrasal verbs important for your English ?

- Very important
- Important
- Neutral
- Not important

2. How often do you use Phrasal verbs in your writings and oral communications ?

	never	rarely	sometimes	often	Always
In writings					
In oral conversations					

3. How often do you spend your time on learning and practicing Phrasal verbs out of classes ?

- Never
- Rarely
- Sometimes
- Often
- Everyday

4. Why are students embarrassed with using Phrasal verbs in oral communications ?

- Students are not get used to communicate by Phrasal verbs
- Students are not confident with their Phrasal verbs
- Students are not interested in Phrasal verbs
- Other answer:

5. Which techniques the teacher often use to present Phrasal verbs in the classes ?

	never	rarely	Sometimes	often
Through context				
Visual aids				
definitions				
Through exercise				
Games				
Songs				
Stories				
Quiz				
Guessing				
Videos, film				
.....				

6. Which methods do you often use for practicing and learning Phrasal verbs ?
- Learning by heart
 - Doing exercise
 - Speaking
 - Writing
 - Reading and note- taking
 - Listening and watching (songs, film, videos, ...)
7. What are existing obstacles in learning Phrasal verbs of the students ?
- Students have not made best use of more effective methods for their learning Phrasal verbs
 - Students are not interested in and motivated with learning Phrasal verbs
 - Students find Phrasal verbs so hard to learn
 - Students lack a favorable environment to practice Phrasal verbs both in classes and out of classes
 - Students are provided with a rough material relating to Phrasal verbs
 - Time teachers spend for Phrasal verbs is limited
 - All of them
8. Which side should be changed to improve current learning Phrasal verbs for the students of HPU ?
- Students' studying methods
 - Teachers' guiding methods
 - Material and resource
 - Studying environment
 - Students' attitude and motivation
 - All of them

9. “ According to you, what is the definition of Phrasal verbs ?”
- The verb phase contains more than two words
 - the term Phrasal Verb is commonly includes a verb and a particle and/ or a preposition co- occur forming a single semantic unit as a phrase.
 - both of them are wrong
 - your other answer :
10. The underlined words in this sentence “ the manager went into the traffic problems” are
- Phrasal Verbs
 - Single- word verbs plus a preposition
11. “ The baby went into the house” the underlined words are
- Phrasal verbs
 - Single verb followed a preposition
12. We must.....to another week
- Put off the meeting
 - Put the meeting off
 - Both of them
13. “ He take after his mother” can be rewrite :
- He take her after
 - He take her after
 - Both of them
14. “ I cannot put up with his behavior anymore” can be rewrite
- I cannot put up with it anymore
 - I cannot put up it with anymore
 - Both of them

15. As they are identical twin, it is difficult to

- Mix them up
- Take them apart
- Tell them apart
- Set them up

16. Suddenly the fire alarm and every one had to leave the building

- Set off
- Shot up
- Got around
- Went off

17. On the day I left , the whole family.....at the station

- Saw me off
- Showed me out
- Stood in for me
- Took me up

2. Suggested websites for searching game

<http://www.englishclub.com/esl-games/matching-phrasal-verbs-02.htm>

http://www.learnenglish.org.uk/CET/flashactivities/phrasal_verbs_give.html

<http://www.proprofs.com/games/word-games/hangman/hangman-with-phrasal-verbs-2/>

<http://www.tuoitrenews.vn/cmlink/tuoitrenews/education/studying-english-with-tuoi-tre-news/vocabulary/crossword-puzzle-phrasal-verbs-1.404>