



## Basic information of phrasal verbs, collocations, compounds, and idioms of the English language.

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**Abstract:** Vocabulary is the first and foremost important step in language acquisition. In a classroom where pupils are not finding themselves comfortable with the second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom. The article proposes the basic information of the vocabulary of foreign language to the Uzbek students, due to the overall goal setting system of education in Uzbekistan, as well as the specifics of subject "Foreign Language".

**Key words:** phrasal verbs, collocations, compounds, idioms, particles, fiction, context, daily speech, grammar patterns.

Culture, living style, tradition, religion, and many aspects play a huge role in a language, which is the expression of thought in a specified way. While perceiving some information, the listener can find it difficult to catch its meaning as the listener try to compare it with an equivalent words which are used in his or her own language. As a result, it requires that every learner should find and learn collocations, phrasal verbs and idioms which are widely used in the speech in order to understand a speaker's opinion completely and speak as fluently as a native speaker does.

A collocation is a pair of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them, as they are generally difficult to guess. Some combinations sound wrong to native speakers. For example, the adjective fast collocate with cars, but not with a look. Learning them is an important part of learning the vocabulary of the language. Some collocations are fixed, or

very strong, for example *take a photo* where no word other than *take* collocates with *photo* to give the same meaning. Some of them are more open, where several different words may be used to give a similar meaning, for instance *keep to/stick to the rules*. Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, however, it may not be the natural, normal collocation. If someone says *I did a few mistakes*, they will understand, but a fluent speaker of English would say *I made a few mistakes*.

There are two main ways you can find collocations.

- You can train yourself to notice them whenever you encounter them.
- You can find them in any good learner's dictionary.

While learning them, get into the habit of making a note of any good collocations you come across. When you look up a new word, make a point of noting it down in several different collocations. The

best way to record a collocation is in a phrase or a sentence showing how it is used. Underline it so as to find it easily while regularly revising it. Practice using them in contexts that are interesting for you. Additionally, learn collocations in groups to help you to fix them in your memory. You might group together collocations relating to the same topic. Or you might group them based on the same word.

Furthermore, there are three types of collocations. They are strong, weak, and fixed collocations. A strong collocation is one in which the words are very closely associated with each other. For example, the adjective *auburn* almost always comes with words connected with hair. It barely comes with any other words. Another word is *inclement*. It usually collocates with weather. A weak collocation is made up of a word which collocates with a wide range of other parts of speech. For example, *broad* can be used with *mind* as *broad mind*. However, it can be used with a lot of other words too. *Broad shoulders*, *a broad accent*, *a broad staircase*, *broad plans* and other many examples can be used. Weak and strong collocations form a continuum, with weaker ones at one end and stronger ones at the other end. Most collocations may be somewhere between the two. It is time to inform about fixed collocations. They are so strong that cannot be changed in any way. For example, you can say *They have arrived safe and sound* (meaning safely) No words can be used instead of *safe* or *sound* in this collocation. It is completely fixed. The meaning of them cannot be guessed from the individual ones. They are called idioms. Idioms are groups of words in a fixed order that have a meaning that cannot be guessed by knowing the meaning of the individual words. For example, *the icing on the cake* or

*the frosting on the cake* is an idiom meaning *something that makes a good thing even better*. Idioms are usually used for the following points:

- For emphasis, e.g. The singer's second album *sank like a stone*. (failed completely)
- To agree with a previous speaker, e.g. A: Did you notice how Lisa started listening when you said her name? B: Yes, that certainly made her *prick her ears up*. (start listening carefully)
- To comment on people, e.g. Did you hear Tom has been invited for dinner with the prime minister? He's certainly *gone up in the world*. (gained a better social position or more money than before)
- To comment on a situation, e.g. The new finance minister wants to *knock the economy into shape*. (take action to get something into a good condition)
- To make an anecdote more interesting, e.g. It was just one disaster after another today, a sort of *domino effect*. (when something, usually bad, happens and causes a series of other things to happen)
- To catch the reader's eye. They are often used in headlines, advertising slogans and the names of small businesses. The writer may play with the idiom or make a pun (a joke involving a play on words) in order to create a special effect, e.g. *a debt of dishonor* instead of the usual *debt of honor*. (a debt that you owe someone for moral rather than financial reasons)
- To indicate membership of a particular group, e.g. surfers *drop in*



on someone, meaning to get on a wave another surfer is already on. This kind of group-specific idiom is outside the focus of this book.

Most idioms are informal, so use them with lots of attention. You ought to understand idioms if you read fiction, newspaper or magazines, or fully understand films, songs, and TV shows. You will sound more natural and fluent if you use them in everyday conversation or informal writing.

Besides collocations and idioms there are compounds. Compounds are units of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and sometimes they are written as one word. Usually the meaning of the compound can be guessed by knowing the meaning of the individual words. We may write ice hockey, income tax, car park, traffic warden, teapot, broad-minded as some examples. And you can also form new compounds changing one part of them. For example, Credit card, birthday card, ID card and others

Other meaningful and most used words are phrasal verbs. They are verbs which consists of a verb and a participle. Particles are small words that are common known as prepositions or adverbs. You can create phrasal verbs by adding different particles to a basic verb. It is important to know the meaning of the whole phrasal verb as a unit. For example, *look* means to use your eyes and *up* means the opposite of down, but the phrasal verb *look up* can have several different meanings.

Things are *looking up*. – improve.

She usually *looks me up* when she comes to my country. – visit somebody you have not seen for a long time.

*Look the information up* in the encyclopedia. – search for information in a book or computer.

And of course, you must know the grammar patterns of them: whether the verb takes an object. A phrasal verb can be replaced by a verb with more or less the same meaning. The single – verb synonyms are often more formal than the phrasal verb. So, using them depends on the situation. For example, *take off* – remove, *call off* – cancel, *put off* – postpone.

Phrasal verbs are extremely common in English. They are found in a wide variety of contexts. You may notice them in movies, songs, TV shows, newspaper headlines, and daily speech. They are common in less formal English. However, you will also hear or see and need to use them in more formal contexts.

Some phrasal verbs take an object if it is transitive and others do not if it is intransitive.

They decided to *put off the picnic* because of the weather. (with object)

The lake in our village usually *freezes over* in winter. (without object)

Some of them can be used both with and without an object, but the meaning may change. Use them depending on the context. My brother *dropped me off* at the university yesterday. (with object - drive you somewhere and leave you there)

When I'm tired, I usually *drop off* while watching TV. (without object – fall asleep)

Some verbs must have two objects, one after the verb and one after the particle. When I listen to this song, I always *associate it with my fate*.

Learners of English must deal with collocations, phrasal verbs, idioms and compounds in detail while enlarging their vocabulary. If you want to be at a more



advanced level, try not just to understand them but use them in your daily speaking and writing. Be attentive to them whenever you notice them while you are reading anything in English and make a note of them in a complete phrase or sentence to fix in your mind how they are used.

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