Dúnia López Martínez

Rearranging Phrasal Verbs

Treball fi de grau

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ABSTRACT

This paper starts from the fact that everyone who has studied English as a second language has noticed that the study of phrasal verbs poses a challenge for both teachers and students. Students are offered a list of phrasal verbs without any other explanation; they just have to learn them by heart. Those lists differ from one another due to the fact that each author/teacher chooses the phrasal verbs that they consider the most common. Since this approach to phrasal verbs is not the most effective, it is going to be the center of this study. After describing what a phrasal verb is –a compound verb formed by a main verb and a particle–, although the particle placement will also be treated, the work will be focused on analyzing the particle in terms of meaning. Moreover, a comparison among its treatment in different dictionaries will be carried out, and, since the particle is the key component, we aim to reorganize the lists provided to students according to the particle in order to make its study easier.

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1. INTRODUCTION

Having studied English for many years and with professors from different English-speaking countries allows me to assert that the teaching of phrasal verbs poses a challenge for them. Every time my professors faced that type of verbs, they provided us with lists where you could see the phrasal verb itself and its meaning or the phrasal verb and a single-word synonym verb. From there, they could only suggest that we learn them by heart, which many linguists would consider the traditional approach. But does that mean that phrasal verbs are created out of nothing, without following any system or rule in terms of meaning or syntax?

Since phrasal verbs are one of the items that learners of English as a second language find the most difficult, they deserve a better explanation about how these verbs work in order to make what they see as never-ending lists more understandable and easier to learn. After more than fifteen years being on the students' side, I could say that the difficulty stems from the fact that some of the phrasal verbs have an idiomatic or opaque meaning. This subject will be discussed in this paper, where I have the chance to study phrasal verbs by dividing the study in two parts: a theoretical and a practical one.

In the theoretical part, I shall start from the beginning. Therefore, in the first section I will go back to Old and Middle English, which will enable me to find the source and the evolution of this type of verbs. This will help us clarify the way they behave and how they are used nowadays. In the following sections, I will introduce phrasal verbs themselves: their identification and formation patterns, the types in terms of meaning, and the importance of the particles.

The second part of the project, the practical one, is based on two studies aiming to help students of English in their learning of phrasal verbs. The first study is based on the fact that, as I will explain, the particle is a key component of these verbs when it comes to the contribution of meaning. I will choose the most commonly used particles in the formation of phrasal verbs and try to find a connection between the meanings of the particles and the meaning of the resulting phrasal verbs; this will hopefully provide the students of English an alternative way to learn them. As for the second study, it involves a comparison between

dictionaries. My intention in this section is to analyze whether the way phrasal verbs are listed and treated in the selected dictionaries is helpful for students to learn them or if it is even more confusing.

At the end of this project, I expect to have accomplished its main purpose; that is to have found some clues for the students of English to learn phrasal verbs effectively. Those students are future speakers of the English language, and since native speakers prefer using phrasal verbs rather than single-word verbs, students must be ready to use them not only in speech and informal writing –their limits at first– but also in all registers.

2. PHRASAL VERBS

Phrasal verbs have been the subject of many studies, and by reviewing that literature several names referring to the matter that occupies us here can be found. Each author makes their own choice depending on the way they see this type of verbs. We can find authors naming them *phrasal verbs* (Bolinger, 1971; Side, 1990; Darwin and Gray, 1999; Gries, 2003; Li *et al.*, 2003; Schnoebelen, 2008), *particle verbs* (Johns, 2008), or even *verb-particle combination* (Fraser, 1976; Cook and Stevenson, 2006). In this paper, I will refer to them as *phrasal verb*; first of all, because the vast majority of authors opt for it and, second, because personally I have always referred to them this way.

To measure the importance of phrasal verbs in the English language, the only thing one needs to know is how great a part of the English verb vocabulary they occupy: one third (Li *et al.*, 2008). Native English speakers tend to use them as a first option when they can choose between a phrasal verb and a single-word verb that are synonyms. Moreover, their ability to understand how particles work –a skill that English students can rarely conquer– means that phrasal verbs are created as the English language is used, that is, new ones are constantly appearing.

We talk about phrasal verbs when we have a combination of a verb and a particle that functions as a single verb (Darwin and Gray, 1999). These verbs can be defined in two ways (Quirk *et al*, 1985): syntactically, because they function as a single grammatical unit,

and lexically, because both of the parts can contribute its meaning or give it up in order to form a new lexical item, hence they are also considered a single lexical unit.

2.1 Phrasal verbs in Old and Middle English

Phrasal verbs are not words of recent creation; we can find them in Old and Middle English, although in a different form. The evolution of these verbs starts in Old English with their very first ancestors, and as several studies show they have evolved together with the English language itself, adapting to the requirements new times bring.

In Old English, as Lamont (2005) explains in *The Historical Rise of the English Phrasal Verb*, they consisted of a verb and an inseparable prefix. That prefix, currently called *particle*, was attached to the beginning of the verb and could not move, as modern particles do. Regarding the meaning of the compound form, the phrasal verb did not necessarily have to reflect the meaning of the root.

Lamont (2005) and Gries (2003) agree when they state that already in late Old English stress patterns were already demanding a shift of the affix, since the prefixed verbs were no longer productive. Prefixes in Old English compound verbs were unstressed and did not have lexical value, this changed when the shifting took place: the particle was preserving, and sometimes imposing, its meaning and carrying the stress. In Middle English, the post-verbal position of the particle prevailed (Gries, 2003), and it has occupied that position until nowadays.

2.2 Identifying phrasal verbs in present-day English

It could be said that the simplest definition of a phrasal verb is "a verb and particle combination", but it would not be a complete one. However, there are some verbs that occur with some prepositions that could be defined in the same way which are usually known as "prepositional verbs". Since they are named differently, they must be different types of verbs; but how can they be distinguished?

First of all, both prepositional and phrasal verbs should be described. We talk about prepositional verbs when we find a verb that requires a complementary prepositional

phrase, and the preposition that follows the verb cannot be moved after their object (Lamont, 2005).

(1) a. *I went to the store.*

    b. **I went the store to.*

In this type of verbs, as Fraser (1976) asserted, the prepositions that are part of both transitive and intransitive combinations are more closely associated with the noun phrase that follows them than with the verb that precedes. Moreover, he added that the prepositions in these verbs have four properties that classify them: the prepositional phrase may be preceded by adverbs, it can occur in sentence-initial position, it functions as a syntactic unit and it is given weak stress.

On the other hand, phrasal verbs can be defined as verbs that take a complementary adverbial particle, resembling a preposition, which is necessary to complete the meaning and is flexible in terms of position (Fraser, 1976; Lamont, 2005).

(2) a. *He fixed up the car.*

    b. *He fixed the car up.*

These basic characteristics are not enough for some linguists and they have developed syntactic tests in order to identify phrasal verbs. The most well known theory is the one created by Bolinger (1971), which consists of nine tests that phrasal verbs should pass. These are:

1. Phrasal verbs can be replaced by a simple verb.

   (3) a. *Count me out for the party next Saturday.* → *Exclude me from the party next Saturday*

2. If transitive, the combination should passivize.

   (3) b. *They talked about you.* → *You were talked about.*

3. If transitive, the combination should accept its nominalization.

   (3) c. *He looked up the information.* → *His looking up of the information.*

4. If transitive, the particle can either precede or follow the noun object.

   (3) d. *He looked up his friends.* → *He looked his friends up.*

5. If transitive, pronouns usually precede the particle.

   (3) e. *You are putting him on.* → **You are putting on him.*

6. Adverbs that end in *-ly* cannot intervene between the verb and the particle unless the latter appears in its most literal sense.

    (3) f. *I watched the pebbles drop gradually out.*

7. An adverb can be accented, a particle usually cannot.

8. If transitive, the particle can precede a simple definite noun phrase without taking it as its object.

    (3) g. *They pushed in the door.*

    (3) h. **They pushed inward the door.*

9. Phrasal verbs can be defined by simply listing them.

The great majority of tests suggested by subsequent linguists were based on those of Bolinger. For instance, Lamont, in his approach to the syntactic identification of phrasal verbs, proposes five indispensable actions that phrasal verbs should accomplish: particle movement (based on Bolinger's test number 4), adverb intervention (test 6), spoken stress (test 7), synonymy (test 1) and passivization (test 2).

However, there are two theorists whose analysis of Bolinger's test is more critical: Darwin and Gray (1999). Although they admit that these tests are somehow useful, problems can be found in all of them (some already mentioned by the author himself when introducing them):

1. Not all phrasal verbs have single-word verb equivalents.

    (4) a. *They took over the sale.* → *They assumed control of the sale.*

2. Some prepositional verbs also form passives.

    (4) b. *The incident was alluded to.*

3. It is the nature of the actions rather than the structure of the phrases that determines if the process of nominalization can take place.

    (4) c. *I came across an old photograph.*

      d. **The coming across of an old photograph.*

4. Some transitive phrasal verbs are inseparable

    (4) e. *They came across a problem.*

      f. **They came a problem across.*

and some object movements can cause changes in meaning.

    (4) g. *They run down the list.* → *They review the list.*

      h. *They run the list down.* → *They find the list.*

5.   Some transitive phrasal verbs are inseparable.

    (4) i. *I'll tie up you and the rest.*

6.   Intensifiers of the particle are usually accepted.

    (4) j. *You messed it all up.*

7.   Any word can be stressed if it is emphasized or contrasted with another word.

    (4) k. *He asked about what you were looking up, not at.*

8.   It is not clear when making the distinction between particle and preposition, because the definite noun phrase can appear in the same position in both cases.

    (4) l. *I looked up the word.* (phrasal verb)

       m. *I focused on the word.* (prepositional verb)

9.   The list would be out-of-date before it was created because the phrasal verb is one of the most productive ways to create new lexical items in English.

Furthermore, Darwin and Gray (1999) point out that when Bolinger's tests are used with intransitive phrasal verbs, only three of the nine tests apply (replacement, stress, and listing). They consider this fact an important reason to avoid using Bolinger's tests to identify phrasal verbs.

But their study of phrasal verbs does not end here. They defend that "linguists should consider all verb-particle combinations to be potential phrasal verbs until proven otherwise". This new approach focuses on the fact that these combinations should be functioning as single units, both lexically and syntactically; therefore, if they do not function this way, they will not be considered phrasal verbs and would be excluded from that group. To discard potential combinations, they are subject of seven tests (Darwin and Gray, 1999):

1.   Particle repetition: the repetition of the particle without its proper verb is not acceptable.

    (5) a. **I looked up, up, up your name.* → *Look up* is a phrasal verb.

       b. *He went on and on until I could not stand it anymore.* → *Go on* is not a phrasal verb.

2.   Where questions: since many particles resemble spatial adverbs, if they retain their non-phrasal verb meaning, they are not part of a phrasal verb.

    (5) c. *I looked up the address*

Where did you look?

*Up the address → *Look up* is a phrasal verb.

    d. *He run up the alley.*

Where?

Up the alley. → *Run up* is not a phrasal verb.

3. Fronting: the inversion of the normal order produces unacceptable utterances in phrasal verbs.

    (5) e. **Up he made a story.* → *Make up* is a phrasal verb.

       f. *Up the tree he went* → *Go up* is not a phrasal verb.

4. Verb insertion: two proper verbs cannot share the particle; if they can, they are not considered phrasal verbs.

    (5) g. **I really messed and fouled up on my test.* → *Mess up* and *foul up* are phrasal verbs.

       h. *He pulled and jerked on the lever, but it was stuck.* → *Pull on* and *jerk on* are not phrasal verbs

5. Adverb insertion: if inserting two *-ly* adverbs between the verb and the particle the sentence is acceptable, the combination cannot be considered a phrasal verb.

    (5) i. **The mine caved quickly and forcefully in.* → *Cave in* is a phrasal verb.

       j. *They crept slowly and silently down the hall.* → *Creep down* is not a phrasal verb

6. Stress: verbs require some degree of stress on the final syllable, therefore if the stress of the particle can be eliminated, the combination is not a phrasal verb.

    (5) k. *She RUN UP a huge bill.* → *Run up* is a phrasal verb.

       l. *She RAN to the park.* → *Run to* is not a phrasal verb.

7. Intonation units: a pause between the verb and the particle would cause an adverse effect on prosody and comprehension.

    (5) m. **I passed / in the doctor's office.* → *Pass in* is a phrasal verb.

       n. *I hid / behind the door* → *Hid behind* is not a phrasal verb.

Bearing in mind the purpose of this project, it can be said that this new approach by Darwin and Gray will help the students of English in the task of identifying phrasal verbs. Furthermore, these tests can be applied to transitive, intransitive and ergative phrasal verbs, as opposed to Bolinger's tests, most of which apply only to transitive ones.

2.3 Types of phrasal verbs in terms of meaning

Once we know how to identify phrasal verbs, the next step would be classifying them according to their meaning. English students may not know why but they always struggle with the same ones, what the great majority of theorists name *opaque* phrasal verbs. The transparent ones, as the name shows, do not pose so many problems in the learning process because their meaning can be easily guessed. However, some linguists suggest that there are degrees of opacity and transparency, depending on the contribution of each part of the phrasal verb to its final meaning.

Regarding to opaque phrasal verbs, their meaning is considered to be more than the sum of its parts. There is an external agent (context or metaphorical extensions of both components) that contributes to the meaning greatly, and this is where the learning difficulty lies. This external agent means they are considered more of a single lexical unit; therefore phrasal verbs in this category usually occur in joined constructions, they are less separable (Schnoebelen, 2008).

> (6) a. *She is bringing up the children.*
>
> b. **She is bringing the children up.*

Bring up is considered to be an opaque phrasal verb; therefore, since the relation between the particle and the verb in that type of combinations is tighter in terms of meaning, *bring up* is less frequently found as appears in example (6b).

However, in transparent phrasal verbs the noun phrase can appear before or after the particle, and each component of the transparent combination contributes a part of its own meaning to the single unit one (Schnoebelen, 2008).

> (7) a. *He lifted up the box so everyone could see it.*
>
> b. *He lifted the box up so everyone could see it.*

As I mentioned above, the relationship between verb and particle can be measured, and can show different degrees of transparency and opacity. Depending on how much of the verb, particle or context meaning is incorporated to the phrasal verb, the degree can be known. With that aim, Schnoebelen (2008) proposes to calculate it by using different variables for each of the components in a basic mathematics equation ($z = x + y + n$), which is not a very useful tool for the public this study is being addressed to. Nevertheless,

Darwin and Gray (1999), who name transparent phrasal verbs as *literal* and opaque ones as *idiomatic*, opt for adding a new category instead of appealing to mathematics –these are the aspectual phrasal verbs. In this new category, the verb can be understood literally but the addition of the particle helps understanding some meaning about the verb's aspect that without it would be lost. This is the category which *eat up* would belong to. As shown in the example (8), the particle gives an extra meaning to the verb: the action is complete.

(8) *They ate up all the olives.*

With Darwin and Gray's third category, the concept of importance of the particle in terms of meaning starts to appear. It will be discussed in depth in a subsequent section.

2.4 Formation patterns of phrasal verbs

As previously said, native English speakers' ability in using and understanding the functioning of particles is so great that English students will encounter great difficulty in knowing how phrasal verbs can be formed. However, since languages are patterns, phrasal verbs should be ideally be following some type of pattern, either syntactic, semantic or idiomatic. Different authors suggest different theories about it, and although some of them are related, none of them are identical.

Regarding Bolinger (1971), he supports the idea of a spontaneous creation of neologisms whose acceptability would depend on the capacity of speakers to incorporate them in their vocabulary. Bolinger asserts that phrasal verbs, like other compounds, may have various origins related to generative-transformational aspects and idiomaticity, but he does not develop this matter.

Side's concept (1990) could be related to Bolinger's spontaneity of creation, although for him *spontaneous* does not mean *random*. Side's theory is based on the fact that when the urge of neologism appears, the person who coins it does it appealing to their unconscious knowledge. He defends that new combinations are formed by "analogy with existing phrasal verbs", that is, having a phrasal verb (*black out*), one can easily form another one (*white out*). In these cases, it is often the verb that is new in the combination while the particle remains unchanged.

Another theory is Fraser's (1976), where he focuses on the fact that to be able to form a phrasal verb, verbs may have some specific properties that will lead them to combine with particles. These properties can be syntactic, semantic or phonological, or combinations of these. With respect to syntactic properties, the only syntactic generalization that he finds is the distinction between stative[1]and nonstative[2] verbs, where stative verbs do not combine with particles while nonstatives do.

(9) *They ran out of sugar.*

As for the semantic property, it can be said that verbs that have a common semantic thread will combine with the same particles. Moreover, if that thread can be identified, new acceptable verb-particle combinations could be predicted.

(10) a. *She glues down the paper.*

b. *She pastes down the edges of the poster.*

The last property mentioned by Fraser is related to the phonology. He asserts that "it is the phonological shape of a verb that determines to a large extent whether or not it can combine with a particle", meaning that the majority of verbs that occur with particles are monosyllabic. However, some bisyllabic verbs can be found occurring with particles only if they are initially stressed –these cases are then considered and analyzed as *phonologically monosyllabic.*

(11) *They need to tighten up the rules.*

This allows Fraser to assure that only polysyllabic verbs cannot combine with particles; hence, the phonological property alone cannot determine the conditions of phrasal verb formation.

2.5 The particle in phrasal verbs

The particle is an affix used to derive a new verb with a new meaning and for each one of them there is a homophonous preposition or adverb, whose meanings do not always correspond. They are considered to carry the main communicative function of the combination; that is, they are the key components.

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[1] *Stative verbs* are verbs that are not used in their continuous forms (present continuous, future continuous…). They describe states, situations and conditions. Some stative verbs are *know*, *want*, or *hope*; *hear* is an exception.
[2] *Nonstative* or *dynamic verbs* are used in their continuous forms and they essentially describe actions.

Particles are morphologically invariable (Darwin and Gray, 1999). This means that all inflections are being taken by the verb and that morphologically variable words (nouns, adjectives…) cannot be used as particles. According to Fraser (1976), the following list of particles have been found being part of at least one phrasal verb: *about, across, along, around, aside, away, back, by, down, forth, in, off, on, out, over* and *up*.

2.5.1 *Particle placement*

One of the defining characteristics of particles is that they can occur in two positions in the sentence:

- After the verb

  (12) a. *Tom looks up the facts*.

- After the direct object

  (12) b. *Tom looks the facts up*.

According to Gries (2003), particle placement has now been studied for more than 100 years. In his study, he analyzes previous findings of different theorists in each sub-brand of linguistics. In his approach, Gries (2003) talks about the different *variables* of each sub-brand that decide the position of the particle. The following table shows the preferences for joined or separated construction depending on those variables (Gries, 2003):

	Verb + Particle + DO	**Verb + DO + Particle**
Phonological variable	• Stressed DO	• Verb does not bear initial stress
Morphosyntactic variable	• Definite determiner of the DO • Long DO	• Indefinite determiner of the DO • Pronominal and semi-pronominal DO
Semantic variable	• Idiomatic meaning of the verb phrase • Literal meaning of the verb phrase • Particle modifies the verb	• Perfective marker modifying the particle • Particle modifies the DO
Discourse-functional variable	• DO's referent has not been mentioned previously • More subsequent mentions of the referent	• DO's referent previously mentioned • Small distance between referent and DO • Referent more times mentioned

Table 1 - Particle placement according to Gries (2003)

2.5.2 *Particle meaning*

As has been previously mentioned, the particle carries most of the meaning in the phrasal verb. It combines with a verb in order to create a new one with a new meaning, which can be transparent or opaque, depending on the relation between both parts of the phrasal verb and an external agent, if there is one. Given the importance of the particle in the meaning of phrasal verbs, one can suppose that it has been constantly studied, but quite the opposite. Most linguists have quoted Bolinger's approach to particle meaning in their papers about phrasal verbs, although a minority has developed the study of some particles.

Bolinger (1971) asserts that for a particle to be considered so it "must contain two features, one of motion-through-location, the other of terminus or result" when used in its literal meaning. Since place and stance adverbials only give result; direction adverbials, only motion; and manner and time adverbials contain neither, they cannot be used as particles because it is compulsory that their meaning give both features.

Many of the particles whose feature of motion is easily distinguishable are those that can be used as quasi-verbs in the imperative (Bolinger, 1971), as in the example below.

    (13) a. *Out!*

        b. *Back!*

        c. **With!*

        d. **To!*

3. ANALYSIS OF THE MEANING OF PARTICLES IN PHRASAL VERBS

Since particles are the most important part of phrasal verbs in terms of meaning contribution, some of the most commonly used ones in their formation are going to be analyzed in this study: *up*, *down*, *out* and *off*. The aim is to help students know, or be able to know, the meaning of phrasal verbs without having to turn to dictionaries, which are sometimes more confusing than helpful. That matter will be analyzed in the subsequent section.

3.1 Meanings of *up*

In 1983, Lindner developed a doctoral thesis on the meaning of two particles: *up* and *out*. Her wide study will be the base of this analysis of particles, since it has been so for many other studies on the subject. Before Lindner's study, Fraser had made an approach on the meaning of *up* as a particle, but it can be considered very basic compared to Lindner's. Following Lindner's description of this particle, it can be said that the meanings of *up* can be divided in four different groups: the vertical *up*, the goal-oriented *up*, the completive *up*, and the reflexive *up*.

3.1.1 *Vertical* up

Climb up, bring up, spring up, dream up and *get up* are a sample of the phrasal verbs that belong to this group. In all of them the particle has an upward direction sense, a "canonical human posture in relation to the surface of the Earth" (Lindner, 1983). However, a distinction between two types of vertical *up* can be made (Side, 1990):

- *up* with a literal meaning, where it is clear to see the upward direction of the action

(1) a. *The children climbed up the tree.*

- *up* with a metaphorical extension, showing an increase, growth or improvement

(1) b. *I was brought up in this city.*

In the metaphorical extension, Lindner (1983) suggests to make a sub-classification of the phrasal verbs belonging to this type. Regarding her theory, three different paths can be found among these verbs:

- A path into a perceptual field, that is, a positive increment along an abstract quantity.

(2) a. *This type of restaurants is springing up in the town.*

- A path into the mental field, which is opposed to physical objects movement.

(2) b. *They dreamed up a plan to enlarge the business.*

- A path into a state of activity, that is usually associated with an erect posture.

(2) c. *She got up and went to the kitchen.*

3.1.2 *Goal-Oriented* up

Up, in this case, follows a "directed path towards a goal" (Lindner, 1983), which is not a physical space. Goals tend to be something unachievable that we usually picture above our

reality, that is the reason why the particle *up* would be the one that would contribute the most appropriate meaning to these phrasal verbs, although sometimes the movement is not necessarily vertical, as we will see.

Move up, *kiss up*, *lead up*, *even up*, or *connect up* are phrasal verbs that fit in this group; however, each one of them belong to a different sub-group. Five of them can be distinguished (Lindner, 1983):

  - Organization of time
  (3) a. *The deadline was moved up by an hour.*

    In this case, the particle *up* can be interpreted as a movement towards the future or the past, depending on the culture where this phrasal verb is used.

  - Affect and social interaction
  (3) b. *The intern always tries to kiss up his boss.*

    The goal of this action is usually achieving a higher social status, hence the use of the particle *up*.

  - Chains of events
  (3) c. *The days leading up to the ceremony are very busy.*

    A number of consecutive events are carried out in order to reach a final one that can be called the "goal".

  - Levels of quantities
  (3) d. *He caught up with the leading runner.*

    To be able to execute the action he must have increased his speed, and as seen in vertical *up*, an increase is pictured high in a vertical axis.

  - Joining and associations
  (3) e. *They hooked up the appliances.*

    Contrary to the previous sub-groups, the goal here is not in an abstract domain, in this one the action is carried out by physical objects, whose movement is not necessarily vertical, as aforementioned.

3.1.3 *Reflexive* up

The meaning in this group is highly related to the "Joining and associations" sub-group of the *Goal-oriented* up. The only difference is that in the sub-group one object is connected to

another object, while in this group the connection is made among sub-parts of the same object, as in (17a), or members of the same mass, (17b) (Lindner, 1983).

(4) a. *Could you button up your shirt?*

b. *It took them hours to pair up the shoes.*

3.1.4 *Completive* up

Several linguists have described this meaning of the particle *up*. For Fraser (1976), *up* means "completely, to a finish"; for Side (1990), "stopping/completion of act, finality"; for Cook (2006), "action being done to completion".

(5) *She ate the pizza up.*

But, in Lindner's study (1983), apart from this basic description that she calls "substractive process", we can find sub-groups as in the other categories, in this cases the contribution of meaning of the verb is also important:

- Filling process

(6) a. *They fueled up the car.*

The most important point in this process is that the object must have a capacity, whose maximum is reached by the content.

- Obstruction process

(6) b. *My nose is stuffed up.*

The initial state of the object is emptiness, but it gets filled to its obstruction.

- Covering process

(6) c. *He wrapped the gift up.*

The object is completely covered; no portion of it can be seen.

- Separation process

(6) d. *Then, dice up the potatoes.*

A single object becomes a lot of tiny objects.

- Affect an object's overall form process

(6) e. *She got dressed up.*

In this example, she does not only get dressed but she creates an overall attractive appearance. This type of getting dressed is considered higher than normal, what allows us to relate this sub-group with the vertical *up* group.

- Increase in degree process

    (6) f. *The dough needs to be sweetened up.*

        Here, *up* functions as an additive, since the dough, in this case, is already sweet but not enough.

3.2 Meanings of *down*

Some theorists agree in the fact that *down* can have two meanings when occurring in a phrasal verb; it can have a directional meaning or a completive one. As per the directional meaning, it implies a decrease in size and/or intensity, that is, it follows a downward direction, as opposed to *up.*

    (7) a. *The ice on the road slowed us down.*

       b. *Prices of houses are going down.*

       c. *The house burnt down in an hour.*

A complete cessation of a state or action should be carried out by the phrasal verb in order to be included in the completive meaning group.

    (8) a. *He tried to calm down the frightened children.*

       b. *Make sure you close all programs before shutting the computer down.*

       c. *The shop is closed down for inventory.*

In this group, the "full consumption" concept should be included, but it is less common using *down* than *up* in phrasal verbs to get that meaning.

    (9) *You have to drink down the glass of milk.*

However, regarding Bolinger, *down* "exists as a simple verb, and many of its senses as a verb are shared with the phrasal verbs in which it appears as a particle". He uses the *Webster's Third New International* to make the comparison between *down* as a particle and as a verb, but it is the particle who contributes to the meanings of the verb rather than the other way around. Thus, the meanings that Bolinger (1971) distinguishes in *down* as a particle are:

- To lower

    (10) a. *He pushed the little girl down and she cried.*

- To incline in a downward direction

(10) b. *Please, point down the gun.*

- To diminish

(10) c. *Spinach tends to boil down a lot.*

- To bring to earth

(10) d. *They chopped down the tree.*

- To disassemble

(10) e. *The police broke down the door.*

- To secure

(10) f. *The cover was firmly nailed down.*

- To render free of surface

(10) g. *She vacuumed down the carpet.*

- To preserve

(10) h. *Salt down the fish.*

- To put out of operation

(10) i. *The business closed down for repairs.*

- To record.

(10) j. *Let me take down your name.*

When comparing *up* and *down*, prototypically *down* is an opposite of *up,* but these particles do not always function this way, as shown in example (22a) where *close up* means "completely and securely closed" while *close down*, "stop of all work or activity".

(11) *They closed up the University building and the next day it was closed down for repairs.*

3.3 Meanings of *out*

The meanings of *out* can be classified into two major groups. In the first one, the meanings of *out* included would be "into the open, away from, not in or at a place, removal" (Side, 1990). However, in this group a sub-classification can be made (Lindner, 1893):

- To distinguish, choose or reject

(12) a. *The teacher singled him out for his good grades.*

- To avoid

(12) b. *The coach left him out of the team for bad behavior.*

- To transfer ownership

(12) c. *Could you dish me out some noodles, please?*

- To discover something private

(12) d. *Her new novel comes out next June.*

- To hide something public

(12) e. *He let out the news without her consent.*

- To restrict

(12) f. *He skipped out of the country with the money he had stolen.*

- To clarify

(12) g. *Lay out your ideas clearly.*

- To extend time

(12) h. *Their boss stretched out the meeting for as long as he could.*

- To move away from a central part

(12) i. *The awning reached out several feet over the sidewalk.*

In the second group, phrasal verbs would be included if their particle can be said to mean "thoroughly/to completion (often indicating exhaustion/extinction)" (Side, 1990).

(13) a. *We have run out of sugar.*

b. *Could you fill this form out, please?*

3.4 Meanings of *off*

The general definition for the meaning of *off* as a particle would be "taking something away from something else". Different words can feel identified with that description; however, all of them belong to the same lexical field, although they differ in collocation and connotation (Side, 1990). These are:

- Distance in time

(14) a. *The meeting has been put off until tomorrow.*

- Distance in space

(14) b. *The police warned off everyone in the neighborhood.*

- Departure

(14) c. *The plane took off two hours ago.*

- Removal

(14) d. *The cook strain off the grease.*

- Disconnection

    (14) e. *One of his fingers was cut off in the accident.*

- Separation

    (14) f. *They fenced off the play area.*

4. TREATMENT OF PHRASAL VERBS IN CERTAIN DICTIONARIES

As we have seen so far, the particle is the most important part of the phrasal verb in terms of meaning. For that reason we could think that dictionaries will list this type of verbs under the particle entry, but do they really list them this way? We are looking for the particles *up* and *off* and the phrasal verbs *get up*, *get off*, *turn up*, and *turn off* in several dictionaries to analyze how they are listed. Firstly, we will analyze two monolingual learner's dictionaries, the *Cambridge Advanced Learner's Dictionary* and the *Longman Dictionary of Contemporary English*, and a bilingual learner's dictionary, the *Vox Advanced English Dictionary, English-Spanish / Español-Inglés*.

In the *Cambridge Advanced Learner's Dictionary*, the entry for *up* and *off* is divided in their functions as an adverb, in idioms, as a preposition, an adjective and a verb, *off* can also function as a noun. None of these entries mentions the fact that they work as particles in phrasal verbs. However, several phrasal verbs are used to exemplify *up* and *off* when they work as adverbs.
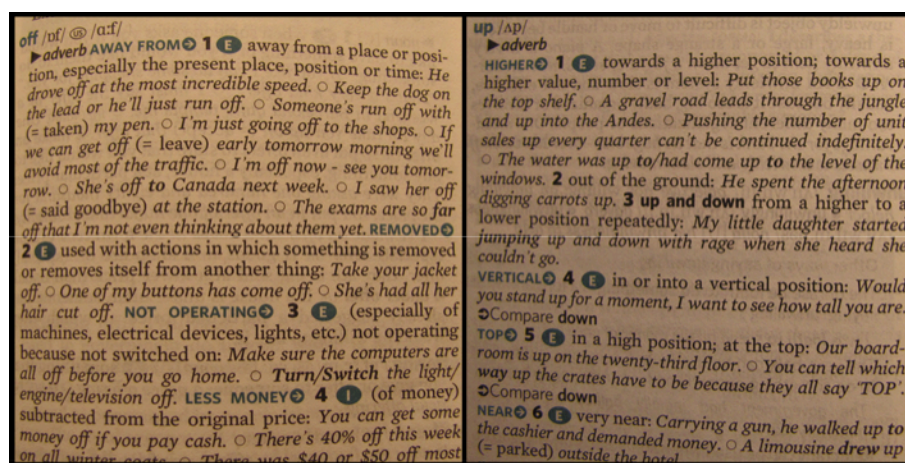
Fig. 1 - *Off* and *up* entries in the *Cambridge Advanced Learners Dictionary*.

Since in this dictionary *up* and *off* are not considered a particle that has its own meaning, the phrasal verbs formed with them appear listed following the main verb of the combination. After all the definitions of *get* and *turn* as a verb, there is a sub-category named "phrasal verbs" which groups the main verb with all the particles that it combines with. There appear *get up* and *get off,* and *turn up* and *turn off*, whose definitions and examples are preceded by a single word synonym (or what the dictionary calls a "guideword").
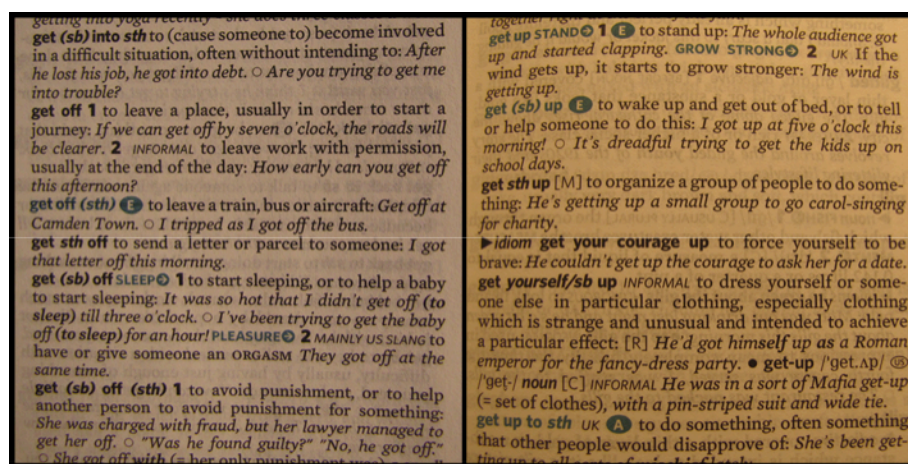
Fig. 2 - *Get off* and *get up* entries in the *Cambridge Advanced Learners Dictionary*.
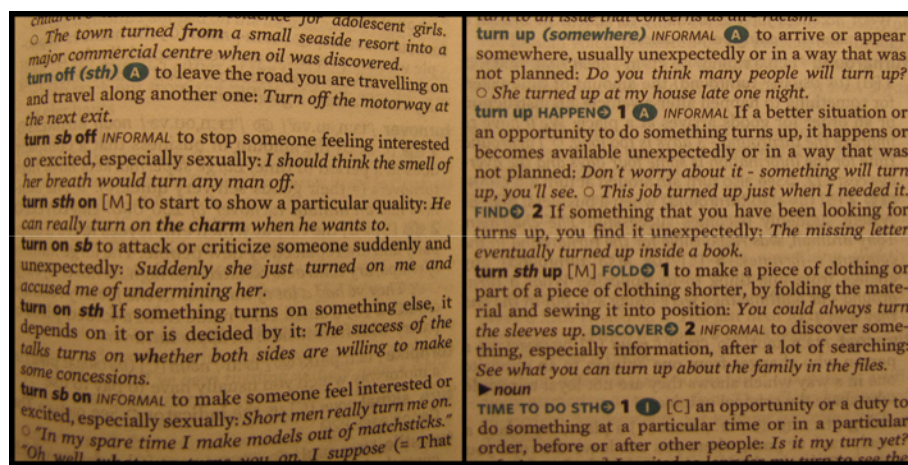
Fig. 3 - *Turn off* and *turn up* entries in the *Cambridge Advanced Learners Dictionary*.

In the *Longman Dictionary of Contemporary English*, *up* and *off* are classified as a verb, a noun and an adverb, and *off*, also as an adjective. In the last category they have in common, their function as an adverb, some of the examples showed after the definitions use phrasal verbs as their main verb. This means that they do not agree in considering *up* a particle but an adverb that accompanies the main verb of the combination.

Fig. 4 - *Off* and *up* entries as adverbs in the *Longman Dictionary of Contemporary English*.

As far as *get up*, *get off*, *turn off* and *turn up* are concerned, they appear under the entry of their main verb, *get* or *turn*, like the *Cambridge Advanced Learner's Dictionariy*. After all its definitions, they appear alphabetically, each one with its own definitions and examples, and tagged as phrasal verbs.

Fig. 5 - *Get off* and *get up* entries in the *Longman Dictionary of Contemporary English*.

Fig. 6 - *Turn off* and *turn up* entries in the *Longman Dictionary of Contemporary English*.

These two monolingual learner's dictionaries coincide with the way the bilingual dictionary *Vox Advanced English Dictionary, English-Spanish / Español-Inglés* lists the particles and phrasal verbs that we have taken as sample. The only difference is that the monolingual ones provide definitions whereas the bilingual one, equivalents.

The *Vox Advanced English Dictionary* identifies *up* as an adverb, a preposition and a verb, and *off* as an adverb, a preposition, an adjective and a noun. These categories are followed by a guideword/synonym and equivalents of *up* in Spanish with examples in both English and Spanish. Like the previous dictionaries, this one does not see *up* as a particle with important meaning, although it uses phrasal verbs in the examples of both particles when considered adverbs.

Fig. 7 - *Off* and *up* entries in the *Vox Advanced English Dictionary*.

When we look for *get off* and *get up*, and *turn off* and *turn up*, we have to address ourselves to *get*, that is the main verb under which phrasal verbs with *get* and *turn* are listed. Every meaning is introduced by a single-word synonym between brackets, then the Spanish equivalents are shown and sometimes it includes the same example in both languages.

to get off *vt sep*
1 *vt sep (remove)* quitarse: he couldn't get the dirt off his hands no pudo quitarse la suciedad de las manos.
2 *vt insep (vehicle, horse, etc)* bajarse de.
3 *vi* bajarse: he got on the roundabout, but he couldn't get off subió al tiovivo, pero no pudo bajarse; I told him where to get off lo mandé a hacer puñetas.
4 *vi (leave)* salir: we must be getting off now tenemos que irnos ya; I get off at 6.00 pm salgo (de trabajar) a las seis.
5 *vi (begin)* comenzar: they get off to

to get up
1 *vi (rise)* levantarse; *(climb up)* subir: what time do you get up? ¿a qué hora te levantas?
2 *vi (become stronger - wind, storm)* levantarse.
3 *vt sep (wake up)* despertar; *(get out of bed)* levantar: get me up early tomorrow despiértame temprano mañana.
4 *vt sep (disguise oneself)* disfrazarse.
to get up to
1 *vt insep* hacer: what have you

Fig. 8 - *Get off* and *get up* in the *Vox Advanced English Dictionary*.

to turn up
1 *vi (arrive)* llegar, presentarse; *(appear)* aparecer: he turned up at midnight se presentó a medianoche; he turned up in Paris apareció en París; that pen I lost never turned up ese bolígrafo que perdí nunca apareció; don't worry, some job's bound to turn up no te preocupes, seguro que te saldrá algún trabajo.
2 *vt sep (fold upwards)* doblar hacia arriba, levantar; *(shorten)* acortar.
3 *vt sep (radio, gas, heat, etc)* subir, poner más fuerte.

3 *vt sep (fold)* doblar
to turn in
1 *vt sep (to police)* entregar a la policía.
2 *vi fam (go to bed)* acostarse.
to turn off
1 *vt sep (electricity)* desconectar; *(light, gas, appliance)* apagar; *(tap)* cerrar.
2 *vt sep (dislike)* repugnar, dar asco a: her false teeth turned me off su dentadura postiza me quitó las ganas.
3 *vt insep (off road)* salir de: you turn off the main road after the bridge sales de la carretera principal pasado el puente.

Fig. 9 - *Turn off* and *turn up* entries in the *Vox Advanced English Dictionary*.

The second type of dictionaries that we are going to analyze how it lists particles and phrasal verbs is a historical dictionary, in this case, the *Oxford English Dictionary*. In it, the particles *up* and *off* have an entry for all their functions, (preposition, adverb, noun, adjective), as opposed to the previous dictionaries where all the functions that they identify appear under a main entry named *up*.

Fig. 10 - *Off* and *up* entries in the *Oxford English Dictionary*.

If you access to the entry of *up* as an adverb, for some specific senses it shows the links (cross references) that take the user to the definition under the main verb. However, in *off* as an adverb, it explains its use in combination with verbs and it tells you to access the entry of the main verb to get the meaning of it. Therefore, although this dictionary does not have an entry for *up* or *off* as particles, it detects some difference in meaning when they combine with specific verbs to form a phrasal verb.

Fig. 11 - Cross references in *up* and *off*.

This means that to obtain the definition of a phrasal verb, one has to look for it under the entry of the main verb, as occurred in all previous dictionaries. All phrasal verbs formed with *get* and *turn* are listed under a line with its title in order to difference them from the main verb. This dictionary offers the definitions of the senses this phrasal verb has and quite a lot of examples from different times.

to get off

1. *intr.* (See sense 31 and OFF *v.*) To escape, get away; to start on a journey, or in a race. Also, to succeed in falling asleep; to fall asleep. Cf. sense 13 **to get off to sleep**: to succeed in falling asleep. **to get off from,** †**to get off of**= 'to get off' (*to get off of —— 1 at Phrasal verbs 2, to get off of —— 3 at Phrasal verbs 2*).

to get up

1. *intr.* To rise, raise oneself to a sitting or (more commonly) a standing posture; esp. to rise from bed or rise to one's feet. Colloq. phrases: **to get up and get**(U.S.), **to get up and go**: to start moving quickly or acting energetically; to make haste; **to get up early in the morning**: to be alert, wide awake, or quick.

Fig. 12 - *Get off* and *get up* entries in the *Oxford English Dictionary*.

to turn off

(See simple senses and OFF *adv.*)
I. *trans.*
1. To strip off, peel off. Also *intr.* for *pass.* (Cf. 4c) ? *Obs.*

to turn up

(See simple senses and UP *adv.*¹)
I. *trans.*
1. To direct or bend upwards (also *fig.*); in *pa. pple.* often denoting the form of a projecting part or border of something; in quot. 1707, to have (such a part) bent or directed upwards. Cf. 9.
   In *Bookbinding*, to flatten the back of (a book) with trindles, in preparation for cutting the front edge: see TRINDLE *n.* 4.

Fig. 13 - *Turn off* and *turn up* entries in the *Oxford English Dictionary*.

Lastly, we are analyzing *The American Heritage Dictionary of Phrasal Verbs*. Since it only covers a part of the English vocabulary, it cannot be considered a learner's dictionary, although it is thought to be used in a learning environment. Given that this dictionary has centered its content in the phrasal verbs, one could think that they would see the importance of the particle in this type of verbs when it comes to meaning contribution to the combination. But quite the opposite, it lists the verbs in alphabetical order using the first letter of the phrasal verb, the one of the main verb. This forces phrasal verbs to appear associated with it, alphabetically too. Each phrasal verb entry contains a definition for each meaning followed by an example.

Fig. 14 - *Get off* and *get up* entries in *The American Heritage Dictionary of Phrasal Verbs*.

Fig. 15 - *Turn off* and *turn up* entries in *The American Heritage Dictionary of Phrasal Verbs*.

4.1 Analysis of the Treatment

Starting from the premise that we have defended along this study, that the particle is the greater contributor to the combination in terms of meaning, it could be presupposed that we do not agree with the way phrasal verbs are listed in dictionaries. If we take the previous ones as a sample of all of them, we can say that monolingual and bilingual dictionaries, together with the historical dictionary, present phrasal verbs under an introductory heading in the entry of their main verb.

Bearing in mind that *The American Heritage Dictionary of Phrasal Verbs* could be the source of many future materials, it is expected to group phrasal verbs according to the particle. However, since it has used the material previously published in their general dictionary, phrasal verbs are listed according to the verb. Being this one a specialized dictionary, one could think that the approach that us and many linguists support –listing phrasal verbs under the particle entry– would be taken into account, but surprisingly it has followed the traditional and, in my opinion, wrong approach. I consider it wrong because it can add

difficulty to the learning process of the students of English because there is no relation in terms of meaning among all phrasal verbs that start with the same verb. But, if you think like the author of a dictionary, it is normal that phrasal verbs are listed under the verb, since words are organized alphabetically in order to facilitate the search.

In the previously analyzed dictionaries, the phrasal verb used is *get up* and it appears under the entry of *get*. However, in the adverb heading of the *up* entry, one of the meanings is "in or into a vertical position", where *get up* would be included if listing them according to the particle, the phrasal verb *stand up* is used in the example. Not mentioning that this meaning of the adverb occurs only when it appears in a phrasal verb can be confusing to students of English as a second language. If dictionaries present particles like that, they break the concept of single unit of the phrasal verb previously mentioned in this study. For that purpose, instead of using phrasal verbs to exemplify the different meanings of the particle under the heading of "adverb" when it is functioning as an actual particle, it should have its own heading, being that "particle" or "adverb particle", in that case.

Many dictionaries give more importance to the verb in the phrasal verb than to the particle, this leads many other materials for the teaching of English as a second language, and even teachers, to do it identical: they prepare lists of phrasal verbs grouped according to the verb. The problem arises when each writer/teacher follows their own criteria when choosing the ones that they would include, because if this was the only way to present this type of verbs, all phrasal verbs in those lists should ideally coincide, that is, the lists should not be personal. All of the phrasal verbs included should have the same frequency of usage in order to offer the students the real most common ones to learn, which would involve a deep study on the matter.

In this study, we defend that the most important part of a phrasal verb is the particle. For that reason, we would recommend that if a list of phrasal verbs is the only feasible to way teach them regarding list makers, they should group them according to their particle, not the verb. Moreover, we think that it would minimize the difficulties and reduce the time spent in the teaching/learning process because there are connections in terms of meaning among the phrasal verbs that have the same particle.

To exemplify our approach, we are going to use two books designed for students of English as a second language: *Think. First Certificate* and *Advanced Language Practice with key*. Ideally, all the common phrasal verbs included in the first book should appear also in the second one since the list is wider. However, if we take the book *Think. First Certificate* published by Longman, we will study a list of some common phrasal verbs that would be very different from the one in the exercises book *Advanced Language Practice with key*.

Leaving that matter aside, we are going to use all the common phrasal verbs in both books in what we think would be useful lists for the students. For that purpose, we are going to rearrange only the ones whose particle has been analyzed in this study: *up*, *down*, *off* and *out*. We will start reorganizing the list in *Think. First Certificate*[3]:

UP			
Vertical *up*	**Goal-Oriented *up***	**Reflexive *up***	**Completive *up***
Bring up Go up Grow up Make up Pick up Put up Speak up Take up	Keep up Look up	-	Fill up Give up Split up

DOWN		OUT	
Completive *down*	**Directional *down***	**Completive *out***	**'Into the open' *out***
Break down Turn down	Cut down Get down Let down Put down Turn down	Run out	Find out Give out Go out Make out Sort out Work out

OFF				
Removal *off*	**Disconnect *off***	**Dist. in time *off***	**Departure *off***	**Dist. in space *off***
Call off Let off	Cut off	Put off	Set off Take off	Go off

Table 2 - Reorganization of phrasal verbs appearing in the book *Think. First Certificate*.

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[3] See Annex I to check the complete list of phrasal verbs that appear in the book *Think. First Certificate*.

And we will continue rearranging the phrasal verbs that appear in *Advanced Language Practice with key*[4]:

UP			
Vertical *up*	**Goal-Oriented *up***	**Reflexive *up***	**Completive *up***
Bring up	Add up	-	Break up
Come up	Call up		Do up
Give up	Crop up		Draw up
Make up	Draw up		End up
Own up	Follow up		Follow up
Pick up	Hold up		Slip up
Play up	Keep up		
Put up	Take up		
Run up			
Send up			
Set up			
Step up			
Turn up			

DOWN		OUT	
Completive *down*	**Directional *down***	**Completive *out***	**'Into the open' *out***
Come down	Back down	Carry out	Bear out
Live down	Break down	Come out	Hold out
	Run down	Give out	Make out
	Step down	Take out	Miss out
	Track down	Turn out	Point out
	Turn down		Set out
			Sort out
			Try out
			Work out

OFF				
Removal *off*	**Disconnect *off***	**Dist. in time *off***	**Departure *off***	**Succeeding *off***
Break off	Carry off	Go off	Come off	Bring off
Let off	Drop off		Take off	Pull off
Put off		**Dist. in space *off***		
Rip off		Give off		
Wear off				

Table 3 - Reorganization of phrasal verbs appearing in the book *Advanced Language Practice with key.*

The coincidence in the phrasal verbs listed is limited, only around a dozen of them, which reinforce the idea previously mentioned that each author thinks of different phrasal verbs as the most common. Moreover, this way of listing phrasal verbs is not the actual method in which these lists are written, the understanding of phrasal verbs is limited and, therefore,

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[4] See Annex II to check the complete list of phrasal verbs that appear in the book *Advanced Language Practice with key.*

students tend to avoid using them and opt for single-word verbs. This avoidance causes unnatural speech because some phrasal verbs do not have a single-word verb as a synonym and students have to do circumlocutions.

5. CONCLUSION

This project begins with the theory that phrasal verbs could be studied in a different way, that the never-ending lists of phrasal verbs that teachers provide the students for them to learn them by heart should be avoided or at least rearranged. We defend that there should be a connection between the meaning of the particle forming a phrasal verb and the meaning of the resulting combination. For that reason, if they were subject of a study, some clues could be found to help students understand phrasal verbs and study them effectively.

As a first step into the matter, we have explained how to identify a phrasal verb. Several authors have developed tests that phrasal verbs have to go through in order to know if they can be really called so. Among all of them, we think that the seven tests proposed by Darwin and Gray (1999) are the most accurate ones. They work with all types of phrasal verbs as opposed to the nine tests developed by Bolinger, although Bolinger's tests are the base of the ones created by these two authors. Although the test related to the intonation can be difficult to understand depending on the level of English of the student, they could use Darwin and Gray's tests in order to have a better understanding of phrasal verbs. Instead of giving them lists of phrasal verbs organized alphabetically to study by heart, students should be given the tests for them to find out if what they read in a text is a phrasal verb or not.

Once they have compiled several phrasal verbs, they will notice that some of them have a meaning that can be easily guessed but some other are virtually impossible to decipher. At that point, teachers should provide them with a table[5] similar to the one we have used to reorganize the phrasal verbs previously. Since phrasal verbs are formed "by analogy with

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[5] See Annex III.

existing phrasal verbs" (Side, 1990), this table should have an example of each particle, so students can start filling it in with the phrasal verbs they may have found.

In order to do that, a deeper study on the meaning of the particles should be carried out. To date just a few linguists plead for the importance of the particle in these combinations, and it has brought several studies on some of the particles, the most used in the formation of phrasal verbs. However, some other particles are still unattended while they need to be studied for a better understanding and classification of the phrasal verbs.

If that study is someday executed, learner's dictionaries will have to change the way they list phrasal verbs –as we have seen before, most of them list these combinations according to the verb. Teaching materials and dictionaries should work together in the interest of the students, for that reason, if the way phrasal verbs are taught changes, the way dictionaries list them should do identical. The current way is not helpful for the students, we defend that it is even more confusing because there is no relation between all phrasal verbs formed with the same verb.

To conclude, we can admit that the goal that we set ourselves at the beginning of this study has been accomplished. We have made a step forward for a better understanding of the phrasal verbs topic in the teaching/learning process of English as a second language. Particles have shown us the path that linguists have to follow in order to achieve that full comprehension of these combinations. Therefore, students will not have to choose the single word synonym in their speeches or writings, and their use of the language will be more similar to the use native speakers do of it.

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ANNEX I

SOME COMMON PHRASAL VERBS AND THEIR MOST COMMON MEANINGS

Here is a list of very common phrasal verbs. They are not the only phrasal verbs in English and you should use a good dictionary to learn others.

break down (type 1) stop working: *The bus had broken down.*
lose control of one's emotions: *He broke down and cried when he heard the news.*

break into (type 3) enter illegally: *They broke into the house while everyone was sleeping*

bring up (type 2) raise/educate: *His grandparents brought him up when his parents divorced.*
mention/raise a topic: *Someone brought up the subject of parking at the end of the meeting.*

call back (type 2) return a phone call: *Mrs Brown will call you back as soon as she is free.*

call off (type 2) cancel: *The match was called off because of the dreadful weather.*

carry on (type 3) continue: *When I leave just carry on with your work*

come across (type 3) find by chance: *They came across their father's medals in an old suitcase.*

come into (type 3) inherit : *When his grandmother died he came into a fortune.*

count on (type 3) rely upon: *You can always count on Pauline in a crisis.*

cut down (type 2) reduce: *She cut down the number of cigarettes she smoked.*
She cut the number of cigarettes she smoked down to ten a day.

cut off (type 2) to end/disconnect a service (often used in the passive): *The telephone was cut off because they hadn't paid the bill.*

face up to (type 4) accept/face a situation, usually unpleasant: *You have just got to face up to the fact that she doesn't love you any more.*

fall through (type 1) when something that has been organised fails to happen: *The peace negotiations fell through over a minor point.*

fill in (type 2) complete: *Do you think you could fill in your date of birth on the form, please?*

fill up (type 2) make full: *They filled up the car the night before the journey.*

find out (type 2) discover facts or information: *They phoned the station to find out the times of the trains to Cambridge.*

get across (type 2) communicate: *However hard he tried he couldn't get what he meant across.*

get away with (type 4) escape without punishment: *You let that child get away with everything; he is going to be a problem when he grows up.*

get by (type 1) survive: *Even though they don't have much money they manage to get by.*

get down (type 2) (no passive) depress: *This weather at this time of the year really gets me down.*

get on (type 1) have a (good) relationship: *Since their discussion they have got on a lot better.*

get over (type 3) recover: *Since I got over my cold I have got lots more energy.*

get through (type 3) make contact by phone: *I've tried ringing them all evening but I just haven't been able to get through.*

give away (type 2) distribute: *She gave away all her money to the dogs' home.*
reveal/ betray: *He was shot for giving away his country's military secrets.*

give in (type 1) surrender: *Her father finally gave in and allowed her to go to the disco.*

give out (type 2) distribute: *They gave out thousands of leaflets at the demonstration.*

give up (type 2) stop doing: *He gave up skiing after he broke his leg.*

go off (type 1) explode: *The bomb went off outside the restaurant.*

go on (type 1) happen: *There's a terrible noise outside, what is going on?*

go out (type 1/4) have a romantic relationship: *He asked her if she would like to go out. She refused to go out with him.*

go up (type 1) increase: *School fees are going up next term.*

grow up (type 1) to become an adult: *While I was growing up we used to live in that house over there.*

hold on (type 1) wait: *Is Julie there? Hold on, I'll go and look for her.*

keep on (type 1) continue/persist: *Why do you keep on bothering me? Can't you see I'm trying to work?*

keep up (type 1) maintain the same level: *Can you walk more slowly please? I just can't keep up.*

let down (type 2) disappoint: *He promised to take me to the airport but at the last minute he let me down.*

let off (type 2) not punish: *The judge let him off with a warning because of his age.*

live up to (type 4) meet expectations: *He spent his whole life failing to live up to his father's expectations.*

look after (type 3) take care of: *Do you think you could look after the children while I go shopping?*

look down on (type 4) to consider someone else as inferior: *People looked down on him because he had once been to prison.*

look for (type 3) search: *Have you seen my keys? I've been looking for them everywhere.*

look into (type 3) investigate: *The police are looking into the painting's disappearance.*

look up (type 2) consult a reference book: *I couldn't find her number so I looked it up in the telephone book.*

look up to (type 4) admire/respect: *She always looked up to her grandmother because of her kindness and wisdom.*

make out (type 2) see with difficulty: *What does this word say? I can't make it out.*

make up (type 2) invent: *When he was a little boy he used to listen to the wonderful stories made up by his uncle.*

pick up (type 2) learn (informally): *She picked the language up by working as an au pair in a family.* collect: *Don't bother to take a taxi, I'll come and pick you up.*

put down (type 2) to make someone feel inferior through criticism: *Why do you always put him down? He'll never have any self-confidence.* to kill an animal to end its suffering: *The racehorse broke its leg so the vet had no choice but to put the animal down.*

put off (type 2) postpone: *I am afraid my mother is coming this weekend so we'll have to put off our game of tennis.*

put through (type 2) connect on the phone: *If you'd like to wait a moment I'll put you through to her extension.*

put up (type 2) give (temporary) accommodation: *I'm flying to London on Friday morning, do you think you could put me up for the night on Thursday? I don't mind sleeping on the sofa.*

put up with (type 4) endure/tolerate: *I can't put up with your complaints any more, I'm leaving.*

run out (type 1) finish/consume: *Oh no, we've run out of coffee, I'll go to the shop and get some.*

run over (type 2) hit with a car/vehicle: *Drive slowly along here, you don't want to run anyone over.*

set off (type 1) start on a journey: *We loaded the car, got in and set off.*

sort out (type 2) organise, find a solution: *When the computer broke down it took an engineer ages to sort out the problem.*

speak up (type 1) speak louder: *Do you think you could speak up, the line is very bad.*

split up (type 1) separate when a relationship ends: *Have you heard? Gemma and Lionel have split up.*

take after (type 3) inherit a characteristic: *He is so stubborn, he really takes after his father.*

take in (type 2) to deceive: *Don't be taken in by her lies, she just wants to cheat you.* to give shelter to: *The farmer took the travellers in during the snowy weather.*

take off (type 1) (of a plane, rocket, helicopter) leave the ground: *The plane took off on time.* (type 2) to imitate: *When he was at school he was good at taking off his teachers.*

take over (type 2) gain control: *They took the company over by buying over half the shares.*

take up (type 2) begin a new activity: *We're thinking of taking up German in the autumn.*

tell off (type 2) criticise/scold: *His mother told him off for being cruel to the cat.*

talk over (type 2) discuss: *He felt better for talking his problems over with his mother.*

turn down (type 2) refuse: *She eventually decided to turn the job offer down because the salary was too low.*

work out (type 2) calculate/arrive at a decision: *After a couple of hours they worked out that there was something wrong with the printer.*

WORD-FORMATION

Prefixes and suffixes

1 forming nouns
people and professions
-ant (assistant), -ee (employee), -ess (waitress),
-er (builder), -ian (mathematician), -ist (novelist),
-or (visitor)

2 other nouns
-al (dismissal), -ance (abundance),
-cy (consistency), -ence (confidence), -ful (handful),
-hood (childhood), ing (playing), -ion (addiction),
-ism (symbolism), -ity (sensitivity),
-ment (contentment, -ness (tiredness) -ship
(directorship).

3 forming verbs
-en (strengthen), -ise (privatise), -ify (modify)

4 forming adjectives
-able (suitable), -al (logical), -ary (preliminary),
-ful (shameful), -ed (painted), -ful (helpful),
-ible (sensible), -ic (sarcastic), -ish (foolish),
-ive (decisive), -ing (boring), -less (hopeless),
-like (childlike), -ly (friendly), -ous (dangerous),
-y (sunny)

ANNEX II

23 Phrasal verbs 1

Explanations

This unit (and Grammar 24 and 25) assume that a wide range of phrasal verbs, and their grammatical types, are already known. These units focus on multiple meaning, and other meanings of known phrasal verbs. Note that there may be other meanings for the verbs listed here.

Add up (make sense)
> His evidence just doesn't **add up**.

Ask after (inquire about)
> Jim was **asking after** you.

Back down (yield in an argument)
> Sheila was right, so Paul had to **back down**.

Bargain for (take into account)
> We hadn't **bargained for** there being so much traffic, and we missed the plane.

Bear out (confirm the truth)
> Helen's alibi was **borne out** by her sister.

Break down (lose control of the emotions)
> David **broke down** and wept when he heard the news.

Break off (stop talking)
> He **broke off** to answer the phone.

Break up (come to an end)
> The party finally **broke up** at 3.00 am.

Bring about (cause to happen)
> The crisis was **brought about** by Brenda's resignation.

Bring off (succeed in doing something)
> The team tried for years to win the competition and they finally **brought it off**.

Bring on (cause the onset of an illness)
> Sitting in the damp **brought on** his rheumatism.
> (cause trouble to happen to oneself)
> You have **brought** this **on/upon yourself**.

Bring round (influence someone to your point of view)
> After much discussion, I **brought** the committee **round** to my point of view.

Bring up (mention)
> I feel I ought to **bring up** another small matter.

Call up (mobilise for military service)
> Mark was **called up** when the war broke out.

Carry off (complete successfully – perhaps despite a problem)
> Jane had a difficult role to play, but she **carried it off**.

Carry out (complete a plan)
> The attack was successfully **carried out**.

Catch on (become popular – colloquial)
> This new hair style is beginning to **catch on**.

Come about (happen)
> Let me explain how the situation **came about**.

Come down to (be in the end a matter of)
> It all **comes down to** whether you are prepared to accept less money.

Come in for (receive – especially *criticism, blame*)
> The government has **come in for** a lot of criticism over the decision.

Come off (take place successfully)
> I'm afraid that deal didn't **come off** after all.

Come out (appear)
> All the flowers have **come out**.
> When the news **came out**, everyone was shocked.
> My photos didn't **come out** very well.

Come up (occur – usually *a problem* – colloquial)
> Look, something has **come up**, and I can't meet you.

Come up against (meet a difficulty)
> We've **come up against** a bit of a problem.

Come up to (equal – especially *expectations, standard*)
> The play didn't **come up to** expectations.

Come up with (think of – especially *an answer, a plan, a solution*)
> We still haven't **come up with** a solution to the problem.

Count on (rely on)
> Don't worry, you can **count on** me.

Crop up (happen unexpectedly – colloquial)
> I can't come to your party, something has **cropped up**.

Do away with (abolish – colloquial)
> Dog licences have been **done away with**.

(murder – colloquial)
> What if they **do away with** the old man?

Do up (decorate – colloquial)
> We are having our living room **done up**.

Draw up (come to a stop)
> A white sports car **drew up** outside the door.

Draw up (organise – especially *a document*)
> The contract is being **drawn up** at the moment.

Drop in (pay a visit – colloquial)
> **Drop in** any time you're passing.

Drop off (fall asleep – colloquial)
> The baby has just **dropped off**.

End up (finish in a certain way, or place)
> We **ended up** staying there for lunch.
> The car **ended up** in a ditch.

Face up to (have courage to deal with – especially *responsibilities*)
You have to face up to your responsibilities.
Fall about (show amusement – especially *laughing* – colloquial)
Everyone fell about when Jane told her joke.
Fall back on (use as a last resort)
If the worst comes to the worst, we've got our savings to fall back on.
Fall for (be deceived by – colloquial)
It was an unlikely story but he fell for it.
(fall in love with – colloquial)
I fell for you the moment I saw you.
Fall out with (quarrel with)
Peter has fallen out with his boss.
Fall through (fail to come to completion)
The plan fell through at the last minute.
Feel up to (feel capable of doing)
Old Mr Smith didn't feel up to walking all that way.
Follow up (act upon a suggestion)
Thanks for the information about that book. I'll follow it up.
(take more action)
We'll follow up this lesson next week.
Get across (be understood – especially *get an idea across*)
I had the feeling I wasn't getting the meaning across.
Get at (imply – about personal matters – colloquial)
What are you getting at exactly?
Get down to (begin to seriously deal with)
It's time we got down to some real work.
Get off with (avoid punishment)
They were lucky to get off with such light sentences.
Get on for (approach a certain age/time/number)
He must be getting on for seventy.
Get on (make progress – especially *in life*)
Sue is getting on very well in her new job.
Get over (be surprised)
I couldn't get over how well she looked.
Get over with (come to the end of something, usually unpleasant)
I'll be glad to get this awful business over with.
Get round to (find time to do – also *around*)
Sorry, but I haven't got round to fixing the tap yet.
Get up to (do something – usually bad when about children – colloquial)
The children are getting up to something in the garden.
What have you been getting up to lately?

Explanations

This unit (and Grammar 23 and 25) assume that a wide range of phrasal verbs, and their grammatical types, are already known. These units focus on multiple meaning, and alternative ways of expressing meanings of phrasal verbs. Note that there may be other meanings for the verbs listed here.

Give away (betray)
> *His false identity papers gave him away.*

Give off (send off a smell – liquid or gas)
> *The cheese had begun to give off a strange smell.*

Give out (be exhausted)
> *When our money gave out we had to borrow some.*

Give over (abandon, devote)
> *The rest of the time was given over to playing cards.*
>
> (stop – colloquial)
> *Why don't you give over! You're getting on my nerves.*

Give up (surrender)
> *The escaped prisoner gave herself up.*
>
> (believed to be dead or lost)
> *After ten days the ship was given up for lost.*

Go back on (break a promise)
> *The management has gone back on its promise.*

Go in for (make a habit of)
> *I don't go in for that kind of thing.*
>
> (enter competition)
> *Are you thinking of going in for the race?*

Go off (become bad – food)
> *This milk has gone off.*

Go on (happen – usually negative)
> *Something funny is going on.*

Go round (be enough)
> *There weren't enough life-jackets to go round.*

Go through with (complete a promise or plan – usually unwillingly)
> *When it came to actually stealing the money, Nora couldn't go through with it.*

Grow on (become more liked – colloquial)
> *This new record is growing on me.*

Hang onto (keep – colloquial)
> *I think we should hang onto the car until next year.*

Have it in for (be deliberately unkind to someone – also as *have got*)
> *My teacher has (got) it in for me.*

Have it out with (express feelings so as to settle a problem)
I put up with the problem for a while but in the end I had it out with her.
Have someone on (deceive – colloquial)
I don't believe you. You're having me on.
Hit it off (get on well with – colloquial)
Mark and Sarah really hit it off at the party.
Hit upon/on (discover by chance – often an idea)
They hit upon the solution quite by chance.
Hold out (offer – especially with *hope*)
We don't hold out much hope that the price will fall.
Hold up (delay)
Sorry I'm late, I was held up in the traffic.
(use as an example – i.e. *a model of good behaviour*)
Jack was always held up as an example to me.
Hold with (agree with – an idea)
I don't hold with the idea of using force.
Keep up (continue)
Well done! Keep up the good work!
Lay down (state a rule – especially *lay down the law*)
The company has laid down strict procedures for this kind of situation.
Let down (disappoint, break a promise)
Sorry to let you down, but I can't give you a lift today.
Let in on (allow to be part of a secret)
We haven't let Tina in on the plans yet.
Let off (excuse from punishment)
As Dave was young, the judge let him off with a fine.
Let on (inform about a secret – colloquial)
We're planning a surprise for Helen, but don't let on.
Live down (suffer a loss of reputation)
If City lose, they'll never live it down.
Live up to (reach an expected standard)
The play quite lived up to my expectations.
Look into (investigate)
The police have promised to look into the problem.
Look on (consider)
We look on this town as our real home.
Look someone up (visit when in the area)
If you're passing through Athens, look me up.
Make for (result in)
The power steering makes for easier parking.
Make off with (run away with)
The thief made off with a valuable necklace.
Make out (pretend)
Tim made out that he hadn't seen the No Smoking sign.
(manage to see or understand)
I couldn't quite make out what the notice said.

Make someone out (understand someone's behaviour)

> Janet is really odd. I can't **make her out**.

- Make up (invent)

> I think you **made up** the whole story!

Make up for (compensate for)

> Our success **makes up for** all the hard times.

- Miss out (fail to include)

> You have **missed out** a word here.

(lose a chance – colloquial)

> Five people got promoted, but I **missed out** again.

- Own up (confess – colloquial)

> None of the children would **own up** to breaking the window.

Pack in (stop an activity – colloquial)

> John has **packed in** his job.

Pay back (take revenge – colloquial)

> She **paid him back** for all his insults.

- Pick up (improve – colloquial)

> The weather seems to be **picking up**.

Pin someone down (force to give a clear statement)

> I asked Jim to name a suitable day, but I couldn't **pin him down**.

- Play up (behave or work badly)

> The car is **playing up** again. It won't start.

- Point out (draw attention to a fact)

> I **pointed out** that I would be on holiday anyway.

- Pull off (manage to succeed)

> It was a tricky plan, but we **pulled it off**.

Push on (continue with some effort – colloquial)

> Let's **push on** and try to reach the coast by tonight.

Put across (communicate ideas)

> Harry is clever but he can't **put** his ideas **across**.

Put down to (explain the cause of)

> Diane's poor performance was **put down to** nerves.

Put in for (apply for a job)

> Sue has **put in for** a teaching job.

Put oneself out (take trouble – to help someone)

> Please don't **put yourself out** making a meal. A sandwich will do.

Put off (discourage, upset)

> The crowd **put** the gymnast **off**, and he fell.

- Put up (offer accommodation)

> We can **put you up** for a few days.

Put up with (tolerate, bear)

> I can't **put up with** all this noise!

25 Phrasal verbs 3

Explanations

This unit (and Grammar 23 and 24) assume that a wide range of phrasal verbs, and their grammatical types, are already known. These units focus on multiple meaning, and alternative ways of expressing meanings of phrasal verbs. Note that there may be other meanings for the verbs listed here.

- **Rip off** (charge too much – colloquial)
  *You paid £50? They really **ripped** you **off**!*
- **Run down** (criticise)
  *She's always **running down** her husband.*
  (lose power, allow to decline)
  *I think the batteries are **running down**.*

Run into (meet)
  *Guess who I **ran into** at the supermarket!*

Run to (have enough money)
  *I don't think we can **run to** a holiday abroad this year.*

Run over (check – also *run through*)
  *Let's **run over** the plan once more.*

- **Run up** (a bill – let a bill get longer without paying)
  *I **ran up** a huge telephone bill at the hotel.*

Run up against (encounter – usually *a problem*)
  *We've **run up against** a slight problem.*

See someone off (go to station, airport, etc to say goodbye to someone)
  *I went to the station to **see** them **off**.*

See through (realise the truth about)
  *I **saw through** his intentions at once.*

- **Send up** (make fun of by imitating)
  *Jean is always **sending up** the French teacher.*

Set about (start working)
  *We must **set about** re-organising the office.*

Set in (establish itself – especially weather)
  *I think this rain has **set in** for the day.*

- **Set out** (give in detail in writing)
  *This document **sets out** all the Union demands.*
  (arrange)
  *I've **set out** the refreshments in the hall.*
  (start an action)
  *Sue **set out** to write a biography but it became a novel.*

- **Set up** (establish)
  *An inquiry into the accident has been **set up**.*

Set (up) on (attack)
> We were **set upon** by a gang of hooligans.

Sink in (realise slowly – colloquial, intransitive)
> Slowly the realisation that I had won began to **sink in**.

Slip up (make a mistake – colloquial)
> Someone **slipped up** and my application was lost.

Sort out (find a solution – colloquial)
> Don't worry, Mary will **sort out** your problems.

Stand by (keep to *an agreement*)
> The company agreed to **stand by** its original commitment.

Stand for (represent – initials)
> E.g. **stands for** exempli gratia, it's Latin.

(tolerate)
> I will not **stand for** this kind of behaviour in my house!

Stand in for (take the place of)
> Carol has kindly agreed to **stand in for** Graham at the monthly meeting.

Stand up to (resist, bear stress)
> The engine won't **stand up to** the strain.

Step down (resign – colloquial)
> The Chairman has **stepped down** after criticism from shareholders.

Step up (increase)
> Production at the Leeds plant has been **stepped up**.

Stick up for (defend – especially yourself, your rights – colloquial)
> You must learn to **stick up for** yourself.

Take in (deceive)
> Don't be **taken in** by her apparent shyness.

Take (it) out on (make someone else suffer because of one's own sufferings)
> I know you are unhappy, but don't **take it out on** me!

Take off (imitate – colloquial)
> Dave **takes off** the Prime Minister really well.

Take on (acquire a new characteristic)
> My grandmother has **taken on** a new lease of life since her operation.

(do something extra)
> She has **taken on** too much with a full-time job as well.

Take out (*insurance* – sign an insurance agreement)
> Ann has **taken out** life insurance.

Take over (gain control of)
> The army tried to **take over** the country.

Take to someone (develop a liking for)
> You'll soon **take to** your new boss, I'm sure.

Take up (*time* – occupy time)
> The meeting **took up** a whole morning.

Talk out of or into (dissuade from, persuade into)
> Paul **talked** me **into** going skiing, against my better judgement.

25

Tell off (scold – colloquial)
>   *Our teacher **told us off** for being late.*

Tie in with (be in agreement with)
>   *I'm afraid your party doesn't quite **tie in with** our arrangements.*

Track down (trace the whereabouts of)
>   *The police **tracked down** the killer and arrested him.*

Try out (test – *a machine*)
>   *Let's **try out** the new washing machine.*

Turn down (reject an offer)
>   *Another company offered me a job but I **turned** them **down**.*

Turn out (happen to be in the end)
>   *He **turned out** to be an old friend of Helen's.*
>   (come to a meeting or to form a crowd)
>   *Thousands of fans **turned out** to welcome the team.*

Turn up (be discovered by chance)
>   *Don't worry about that missing book, it's bound to **turn up** sooner or later.*
>   (arrive – often unexpectedly)
>   *Not many people **turned up** for the lesson.*

Wear off (lose effect – especially *a drug*)
>   *These painkillers **wear off** after about two hours.*

Work out (calculate – also **work out at** for specific amounts)
>   *The hotel bill **worked out at** over £500.*

ANNEX III

UP			
Vertical *up*	**Goal-Oriented *up***	**Reflexive *up***	**Completive *up***

DOWN	
Completive *down*	**Directional *down***

OUT	
Completive *out*	**'Into the open' *out***

OFF				
Removal *off*	**Disconnect *off***	**Dist. in time *off***	**Departure *off***	**Dist. in space *off***

ANNEX IV