

Multi-word Verbs: Multiple Challenges for Learners of English as a Foreign Language

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Introduction

Multi-word verbs, also known as phrasal verbs or prepositional verbs, are combinations of a verb and one or more other words. They are called multi-word verbs because to a certain degree they behave as a single verb. The most common types of multi-word verbs consist of a verb followed by one or more particles, usually an adverb or preposition such as *after*, *in*, *on*, *off*, and *out*.

Multi-word verbs cause problems for EFL learners, partly because there are so many of them. Sinclair (2002: v) claims that in everyday modern English there are "...over three thousand combinations of verbs with adverbs or prepositions [generating] over five and a half thousand different meanings." Multi-word verbs also pose a challenge for learners because the combination of verb and particle seems so random. Learners are often faced with a confusing number combinations of short, common verbs and high frequency particles, e.g., *look after*, *check in*, *get on*, *take off*, *put out*, *take after*, *run in*, *go on*, *pass off*, *find out*, etc. This, inevitably, is perplexing.

At times, these difficulties are exacerbated by the way in which multi-word verbs are presented in textbooks, or by teachers treating them monolithically and telling students that they will just have to memorize them, thereby implying that there is no system. Novices at the chalkface

may compound the problem by grouping together all the multi-word verbs with the same root verb for teaching purposes, or teach together all the multi-word verbs with the same particle, but without any reference to its meaning. Both these approaches have little if any value from a learning point of view.

In this paper, I will attempt to set out some of the main problems that learners encounter when trying to master multi-word verbs. This will be followed by recommendations for teachers as to how to help learners overcome these problems.

The Traditional Approach

The traditional treatment of multi-word verbs in textbooks is exemplified in Cleasby and Gallagher's *Breakthrough* (1997: 78) where a list six of multi-word verbs related to a particular topic is given. Students are asked to complete a gapped story using the "correct form of phrasal verb," thereby implying that students should rely on context alone to learn multi-word verbs. In Ttofi's *Talking About English Grammar* (1999: 78) students are asked to consult a list of twenty semantically unrelated, non-literal multi-word verbs and "Fill in each blank with an appropriate phrasal or prepositional verb." Due to the overwrought grammatical explanations preceding this exercise, students are left with the impression that syntactic patterns are either highly complex or do not exist at all. The implication is therefore that they should learn these verb forms by heart.

In Lee and Gundersen's *Select Readings* (2001: 8), students are told that "many phrasal verbs are difficult to understand," however, the presentation of the five multi-word verbs in chapter one of this textbook is contextually clear and useful. Nonetheless, as with the other textbooks mentioned above, there is no highlighting of the fact that the particle carries meaning. Nor

is there any mention of the semantic categories to which the multi-word verbs presented might belong. Moreover, there is no unit or section dedicated to the recycling of the multi-word verbs presented. Thus, textbook treatments of multi-word verbs have at times been imprecise, obscure, and uncommitted.

It hardly needs pointing out that students do not particularly like multi-word verbs, due in part to the above types of textbook-related anomalies. Fortunately, there is a certain degree of systematicity in the meaning, use, and form of multi-word verbs. First of all, in terms of how meaning is represented in multi-word verbs, there are at least three semantic categories that can be discerned: literal, semi-literal, and non-literal. It is to exploring this aspect that we now turn.

Semantic Categories of Multi-word verbs

Literal multi-word verbs This category consists of multi-word verbs whose meanings are fully compositional, i.e., their meanings are wholly transparent. Some examples of literal multi-word verbs are: *stand up*, *sit down*, *hand in*, *put out*, *throw away*, and *pass through*. These verbs are not especially difficult for learners to comprehend and to produce. However, as with the other categories of multi-word verbs, learners need to be cautious as to plausible antonyms. For instance, *stand up* as in, "The teacher asked the students to *stand up* when the principal entered," is completely unrelated in meaning to *stand down*, as in, "The cabinet is calling on the prime minister to *stand down* after the party's defeat in the upper house elections." In addition, the reduction in the learning burden represented by literal multi-word verbs is to some extent cancelled out by the phenomenon of polysemy.

Semi-literal multi-word verbs The meaning of semi-literal multi-word verbs is neither wholly idiomatic, nor wholly transparent. With these multi-word verbs, the meaning of the verb remains the same, but the particle adds its own particular meaning, e.g., *carry on*, *sail on*, *fight on*, where the particle *on* has the general meaning of "continuing with something." This category therefore consists of verbs to which certain particles contribute "consistent aspectual meaning" (Celce-Murcia et al., 1999: 452).

This category can in turn be sub-divided into a number of semantic classes depending on the semantic contribution of the particle. As illustrated above, there is a continuative class; there is also an inceptive class (to indicate a beginning state), e.g., "Paul *set out* for the mountain". In addition, there is an iterative class (to show repetition), e.g., "She *did it over* again;" and there is a completive class (to show that the action is complete), e.g., "He *ate* it all *up*". Thus, there is some consistency of meaning for certain particles. In fact, particles are integral to the meanings of multi-word verbs and in some cases carry more weight of meaning than the verb. This is illustrated, for instance, if one is told to *kiss off*. The person on the receiving end of this remark is well aware that what is being said has nothing to do with kissing and everything to do with getting out of an antagonist's way. In other words, the main communicative function of this multi-word verb is carried by the particle. Therefore, it worth noting that in *all* multi-word verbs the particle carries meaning. And as Side (1990: 146) declares: "In many, it carries most of the meaning."

Multi-word verbs with semi-literal meanings are therefore less challenging. Nevertheless, students still have to work out what extra meaning is being added by the addition of the particle.

Non-literal multi-word verbs Essentially, the meaning of a non-literal multi-word verb is not the sum of its two (or three) parts. For example, in the sentence, "We have *run out of* petrol," nobody is doing any running, nor is anybody going out. To complicate matters further is the fact that what seems to be a plausible antonym, *run in*, has one completely unrelated meaning, i.e., to be arrested by the police (Side, 1990).

Secondly, when certain verbs are followed by prepositional phrases, they look exactly like phrasal verbs with objects. For instance, in the sentence, "John fell through the roof," the meanings of the verb and the preposition have not changed their intrinsic literal meanings, whereas in the sentence, "The house purchase *fell through* due to lack of funds," the addition of the adverb particle has generated a completely different meaning (i.e., to fail to happen or to be abandoned). The combination of the verb *fall* and the particle *through* has created a multi-word verb that has a non-literal or idiomatic meaning.

A further example is, "Peter ran over the bridge," where the meanings of the verb and the preposition have not changed their intrinsic literal meanings. If we compare this with, "Peter *ran over* the cat," we come across a phrasal verb with a completely different meaning (i.e., to hit or drive over with your car). The problem for learners is that because they are non-compositional in nature, it is usually impossible to deduce the non-literal meaning of a multi-word verb by examining its constituent parts - it is almost always necessary to look at the context, or consult a dictionary or native speaker.

Polysemy An important point regarding the meanings of multi-word verbs is that as with other verbs, they can be polysemous, i.e., have multiple meanings. Moreover, these multi-word verbs may follow different syntactic rules for each meaning. Furthermore, the meaning of a particular polysem-

ous multi-word verb may occur anywhere along a continuum from literal meaning to non-literal meaning. A multi-word verb such as *put out*, for instance, can have many meanings along this continuum. A partial inventory might include:

1. She put out to sea.	i.e., the ship left port; set sail
2. She put out the dog.	i.e., placed something outside
3. She put out her back.	i.e., dislocated a bone in the lower back
4. She put out the candle.	i.e., stopped from burning; extinguished
5. She put out the patient.	i.e., made someone unconscious
6. She put out her opponent.	i.e., defeated an opposing player
7. She put out her statement.	i.e., officially issued information
8. She put out her co-workers.	i.e., caused someone inconvenience

Thus, not only is it the case that a certain verb + particle combination may be polysemic in having both a literal and a non-literal meaning, the combination may well be polysemic in having more than one non-literal meaning. Sinclair (2002) lists twenty separate meanings for the multi-word verb *put out* along a semantic cline from literal to non-literal meaning.

It is worth reiterating, therefore, that a considerable hurdle for learners is the fact that multi-word verbs may have literal, semi-literal, or non-literal meanings. Moreover, a given multi-word verb may also have multiple meanings along this semantic cline, and may obey different rules of form for each meaning.

Humor often exploits the polysemic nature of multi-word verbs, as shown below by the renowned cartoonist, Larson (1993: 153).



“Uh-oh, Bob, the dog’s on fire. ... I think it’s your turn to put him out.”

that the multi-word verb in the sentence, “The meeting was *put off*” is equivalent in meaning to “The meeting was *postponed*,” and that the multi-word verb in “Jack *did up* the house,” is equivalent in meaning to “Jack *renovated* the house,” students may tend to use the Latinate word/single-word verb rather than the seemingly obscure Anglo-Saxon multi-word verb.

While *postponed* and *renovated* are accurate and meaningful words, such lexical items do not always convey the intended nuance in conversation. Another reason why learners are not inclined toward using the multi-word verb when a single-word verb equivalent is available is that teachers and textbooks usually give one-word definitions of multi-word verbs, e.g., “Pamphlets were *given out*,” is defined as “Pamphlets were *distributed*.” Therefore, because learners may tend to have a higher regard for these more bookish sounding words, they may be inclined toward inappropriate productive use. To counter this, such learners will need practice in discriminating between different degrees of formality.

Register and appropriacy Multi-word verbs are ubiquitous in English and no one can understand or speak English, at least in informal registers, without an adequate knowledge of them. Moreover, multi-word verbs are frequently used not only in everyday spoken English, but in everyday written English as well. They can be found in many styles of writing, including highly formal government papers. Indeed, some multi-word verbs are very formal, e.g., “The witness was *called forth*,” “The magistrate was *furnished with* the facts surrounding the case,” and “Mr Porter was *bound over* after pleading guilty.”

At times, there is no single-word verb which can replace a multi-word verb, and an equivalent multi-word expression with a similar meaning has to be used. For example, “When in London, my brother always *puts me up*” is

The Use of Multi-word verbs

EFL learners from Romance language backgrounds (e.g., Italians, Brazilians, and French students) often find multi-word verbs strange or difficult. Accordingly, they may tend to overuse single-word verbs that have equivalent meanings, especially if these are Latinate equivalents that are related to words in the learners’ own language. For instance, on realizing

rendered over-formally, "When in London my brother always provides accommodation for me." At other times, there may be no equivalent, or no other easy way to express the meaning of the multi-word verb, e.g., "I always *wake up* early," "My car *broke down* yesterday," and "Mr Bond *checked out* of the hotel."

In those cases where single-word-verb, multi-word-verb, or multi-word-paraphrase equivalents do exist, problems arise with the degree of synonymy. Only in a few cases can the new multi-word verb be presented to the learner as an appropriate alternative to an already known single-word verb/multi-word expression. This means that any presentation of multi-word verbs will have to devote considerable time to explaining their precise meaning, limitations, and connotations. For example, the multi-word verb *take after* has the equivalent *resemble*, but *take after* is only used to talk about people in the same family who resemble each other.

Another example is *tell off* (i.e., scold) which can rarely be used in serious/adult contexts, because it has a rather childish connotation as in, "My mother *told me off* for eating half the Christmas cake." Similarly, *come by* has the connotation of difficulty or even dishonesty as in, "A good boss is hard to *come by*," and "I wonder how John *came by* all that money." Thus, as Cornell (1985: 275) declares, multi-word verbs "are very often more specific in meaning than their 'equivalents' and often carry connotations which their potential user must be aware of."

It is also important to be careful with equivalent expressions for multi-word verbs, not least because there can be different degrees of formality. Multi-word verbs are often less formal. Indeed, some are very informal, e.g., "They just *goof around* all day," and "Daniel's eating habits *grossed out* his new girlfriend." In addition, some multi-word verbs are taboo, e.g., those that contain the f-word in combinations with particles such as *about*, *around*, *off*, *over*, and *up*. However, the majority of

multi-word verbs are neutral/informal in style, and in some cases there is no difference in style between particular multi-word verbs and their equivalents, e.g., "Paula *picked up* a cold" and "Paula caught a cold."

It is worthwhile reiterating that in order for learners to sound natural in their speech, they must have a command of multi-word verbs. What native speaker says: "I removed my jacket," or "The plane left the ground," when talking normally? "I *took off* my jacket," and "The plane *took off*" are more natural. You would also draw attention to yourself if you declared, "I can't endure this noise any longer." It is much more natural to say, "I can't *put up with* this noise any longer."

Collocation In the process of grasping the essentials of multi-word verbs in terms of their various meanings and uses, students also need a certain awareness of collocation. For example, it is all right to say, "The fridge door was left open and now the milk, eggs and fish have *gone off*." It is not possible, however, to use the multi-word verb *go off* with bread, cereal and other kinds of food. Similarly, you can say, "The football match has been *called off*," but it is incorrect to say, "I have *called off* my subscription to the newspaper."

In the same manner, the multi-word verb *fall through* collocates with an idea, a plan, a project, a proposal, a scheme or an arrangement. Moreover, the meaning of the multi-word verb *break up* (i.e., to come to an end involving people separating or leaving) collocates with a party or a meeting, but not with a film or a journey. For instance, it is correct to say, "The party *broke up* at 11pm." What is not possible is, "What time does the film *break up*?" Similar restrictions apply to the multi-word verb *go back on*, as it only collocates with a small group of nouns such as promise, word, agreement, and statement. Finally, certain multi-word verbs have several meanings depending on the words with which they collocate. For instance,

let us consider the verb *take off*:

- (a) The plane/flight/pilot/crew/passenger/ *took off*
i.e., left the ground and started flying;
- (b) The dog/robber/boy/vandal/ *took off*
i.e., left a location suddenly;
- (c) The product/business/economy/ *took off*
i.e., became popular or successful very fast.

A good dictionary will help learners with collocation, as it will give examples of the common lexis used with certain multi-word verbs.

Usage of someone and something Another feature that students need to note is the use of *someone* and *something* with certain multi-word verbs. Particular multi-word verbs can have the same meaning whether they are applied to people or to objects, e.g., "Patrick asked Penny to marry him, but she *turned him down*," and "The committee *turned down* the application," (i.e., Patrick/it was refused or rejected). Conversely, other multi-word verbs can change their meaning depending on whether they refer to people or to objects. Compare, for example, "I hope I don't *put you out* by my leaving work early," and, "When all the guests had left, I *put the candles out*." Moreover, certain multi-word verbs can only refer to people, while others can only refer to objects. Good learner dictionaries provide guidance on this aspect of multi-word verbs.

L1 interference As mentioned earlier, the learners' ability to understand and use multi-word verbs is also influenced by their knowledge of their own language. The implications of L1 interference with respect to prepositions and particles are considerable. Junko Taya-Polidori, author of *English*

Phrasal Verbs in Japanese (1989), acknowledges that non-literal multi-word verbs:

...constitute a major problem...it is vital for any Japanese student wishing to achieve a natural command of the language to understand them and use them correctly.

The challenges of multi-word verbs in terms of L1 interference may not only be linguistic, but conceptual as well. Concepts such as "up" and "down," "in" and "out," are culturally variable. Side (1990: 145) gives two illustrations of this from Modern Greek. Depending on the context, the Greek preposition *sto* can mean *in*, *on*, *at*, or *to*. In Greece, radios and TVs are not turned *up* or *down* as in England. Rather they are "opened" or "closed," an altogether different concept. Thus, in terms of the use of multi-word verbs, teachers would do well to remember that what is obviously "up" to them may not be so obviously "up" to their learners.

Syntactic Features of Multi-word verbs

Students need a foundation on which to base their learning. As we have seen, they need to be able to systematize and differentiate between the varieties of multi-word verbs in common use at the levels of meaning and use. In addition, they need to become familiar with the element of systematicity at the level of *form* as well. Students will be relieved to find that grammatical patterns or types do, in fact, exist. They will learn that multi-word verbs follow particular rules relating to word order, transitivity, and separability. They will also discover that while certain multi-word verbs occur predominantly in passive constructions, others are typically followed by either a gerund or infinitive verb form.

Word order Fortunately for learners, multi-word verbs generally follow a finite sequence of structural patterns. According to Sinclair (2002: xix): "The following sequences of patterns are the commonest ones...[and] a very few basic patterns account for most cases." The top four listed by Sinclair are:

1. verb + adverb + noun,
e.g., The boy band *blasted out their new single*;"
2. verb + noun + adverb,
e.g., "Jeff hadn't intended to *blurt the news out*;"
3. verb + pronoun + adverb,
e.g., "Jeff hadn't intended to *blurt it out*;"
4. verb + adverb,
e.g., "Artistic impulses sometimes *break through* in his work."

More will be said about this aspect of word order in the section dealing with the teaching of multi-word verbs. However, before leaving this matter, it is worth bearing mind that individual multi-word verbs may exhibit particular word-order characteristics or restrictions.

For example, in one of its main meanings, the verb *stand for* (i.e., tolerate) is usually restricted to negative constructions, e.g., "I won't *stand for* this nonsense any longer." In addition, when the multi-word verb *set about* is followed by a verb form, this is almost always the gerund, unlike its near synonyms *start* and *begin* which can also take the infinitive. Compare, for example, "Carole *set about* resolving the problem," and "Carole started resolving/to resolve the problem." Similarly, when the multi-word verb *end up* is followed by a verb form, this is always the gerund as in, "I *ended up* taking a taxi home."

The verb *come by* (i.e., to obtain, get or acquire) is generally used in

question forms and cannot normally be used in the passive voice. See, for instance, "How did John *come by* such a wonderful house?" Whereas, the verb *cast away* (i.e., to be left alone on an isolated island) is always used in the passive voice, e.g., "Robinson was *cast away* on a desert island for twenty-eight years." (Cornell, 1985; Rundell, 2005).

Transitivity Like single-word verbs, multi-word verbs can be transitive, e.g., "I can't *make out* his handwriting." Similarly, multi-word verbs can also be intransitive, e.g., "The discussion *went on* for a long time." Moreover, as with single-word verbs, certain multi-word verbs can have an ergative function depending on the role of the agent as in, e.g., "Resistance fighters *blew up* the last remaining bridge," and "The boiler in the basement *blew up*."

Separability Up to now, the discussion has drawn on the syntactic characteristics that single-word verbs share with multi-word verbs. We now turn to a specific characteristic that only transitive multi-word verbs possess; that is, sometimes the particle can be separated from the verb by the direct object, and sometimes it cannot. Essentially, separation is mandatory when the direct object is a pronoun. Thus, "the fire brigade *put out* the blaze in ten minutes" is rendered, "the fire brigade *put it out* in ten minutes." According to Celce-Murcia et al. (1999: 428): "The largest, most productive category of phrasal verbs are these transitive separable ones."

A further category of multi-word verbs where the particle/preposition cannot be separated from its verb is presented by Seidl (1990). This is a set of inseparable multi-word verbs such as, "Jim *takes after* his father," "I *ran into* an old friend," and "I *came across* an interesting book in the library."

Three-part multi-word verbs As with single-word verbs, nouns and adjectives, many multi-word verbs take a specific preposition, e.g., "I don't get along *with* my parents," and "You should stand up *for* your rights." These non-literal, intransitive three-part multi-word verbs are best learned as a unit. The only word(s) that can be added to such a string is an adverb or adverbial expression between the particle and preposition as in, "Jack gets along *well* with his brother." and "Paul has cut down *almost completely* on cigarettes." Although the great majority of three-part multi-word verbs are intransitive, there is also a set of non-literal, transitive three-part multi-word verbs where the direct object intervenes between the verb and the particle, e.g., "I have *put* the problem *down to* his lack of experience," and "The Democrats have *put* Hillary *up for* election." (Greenbaum, 1990; Celce-Murcia et al., 1999).

Practical Solutions: Helping Learners Overcome Problems with Multi-word Verbs

In this section, some practical solutions to the learning challenges identified earlier will be presented and exemplified.

As they occur frequently and are useful, EFL learners will probably meet and begin to use multi-word verbs from low levels onwards. There is a case therefore for treating multi-word verbs as lexical units at elementary level without going into any systematic treatment of how they work. From intermediate level onwards, students often become more interested in multi-word verbs, and thus there is an opportunity to deal with them in a more systematic manner. The next section envisages learners from intermediate level and beyond who require logical lessons and meaningful materials related specifically to the meaning, use, and form of multi-word verbs.

Meaning: Grouping multi-word verbs

The literal to non-literal cline A considerable challenge for learners is the fact that multi-word verbs can have literal, semi-literal, or non-literal meanings. In addition, some multi-word verbs have multiple meanings, e.g., "Cathy *got on* the train," "Tom and Jerry don't *get on* very well," and "Let me *get on* with my job!" As is the case here, often there is no clear connection between the various meanings; thus, students have to learn each different meaning as a separate entity.

Sometimes, however, the basic meaning of a multi-word verb and the additional meanings are clearly linked. This is because some additional meanings are based on a metaphor which has a direct connection with its literal or fundamental meaning. For instance, "We *blew up* forty balloons for the party," "The terrorists *blew up* the building," and "The boss *blew up* when I arrived 30 minutes late for work." Thus, knowing that there may be a link between its fundamental and metaphorical senses is useful to students when they are attempting to deduce the meanings of a non-literal multi-word verb.

One way of dealing with this area is by exemplification such as that above, and practice such as the following. Verbs that can be used in both literal and non-literal/metaphorical ways can be presented in pairs of sentences. The students' task is to explain the two meanings, and the connection between them. For instance, (1) There was nothing interesting to watch, so I *switched off* the TV, and (2) The lecture was so boring that I *switched off*.

Furthermore, because certain multi-word verbs have non-literal meanings *only*, students can try using their knowledge of the root verb as well as the context in order to work out their meanings. For example, "The noise of the traffic *drowned out* his words."

Topic A good way of helping students learn and retain the meanings of multi-word verbs is to group them according to topic areas such as Food, Travel, Relationships, Work, Crime, and Student Life (Acklam, 1992; Flower, 1993; Heaton, 1995; Workman, 1993 & 1995; Watcyn-Jones, 2001; McCarthy and O' Dell, 2004; Wyatt, 2006). For example, in a listening passage on the topic of (strained) marital relationships, Acklam's (1992) target items are, *get on*, *get over*, *give in*, *go on*, *go out*, *make out*, *put up with*, and *split up*. Workman (1995) has a unit on the topic of crime (and deception) which presents within the context of a newspaper article the target items, *hand over*, *take in*, *talk into*, *come across as*, *get away with*, *pass off as*, and *see through*.

Concepts Another useful way of helping students learn and retain the meanings of multi-word verbs is to group them according to concepts such as Time, Location, and Change. For example, in a unit on the concept of spending time, McCarthy and O' Dell (2004) present a profile of 'Florence' at work in which the target items are, *clock on*, *clock off*, *take (time) off*, *bring forward*, *be pressed for*, *fit in*, and *run out*. Then, we read about 'Florence' at leisure in which the target items are, *hang out (with)*, *knock around*, *while away*, *muck about*, and *hang on*.

Functions A further way of helping students learn and retain the meanings of multi-word verbs is to group them according to functions such as Describing People, Getting Information, and Persuading. For instance, in a unit on the function of persuading others, McCarthy and O' Dell (2004: 82) present in a vocabulary network and grid thirteen multi-word verbs, e.g., *put across*, *talk into*, *talk out of*, *fall for* and *brush aside*. In one task to follow, students are asked to write the verbs under the appropriate microfunction:

presenting an opinion or trying to persuade	successfully persuading	people's reactions to persuasion
<i>put across</i> ...	<i>talk into</i> ...	<i>brush aside</i> ...

Thus, organizing multi-word verbs around topics, concepts, or functions is probably a more useful approach than dealing with a group of multi-word verbs which, for instance, all have the same root verb *put*, but are totally unrelated in other ways. Moreover, if the multi-word verbs are also presented in discourse, this approach further enhances the learning of meaning/use, and provides practice in deducing meaning from context. As McCarthy (2002: 204) says, "The best way to learn phrasal verbs is undoubtedly in context."

Particles With semi-literal multi-word verbs one practical approach to assimilation is to group them according to the particle, because as we have seen there are cases when the particle performs a fairly consistent function with regard to its influence on the verb. A good example is *off* which often implies a general sense of *separating*, more accurately described with various multi-word verbs as:

- (a) leaving e.g. *drop off*, *see off*, *take off*
- (b) stopping e.g. *break off*, *call off*, *take off*
- (c) rejecting e.g. *keep off*, *lay off*
- (d) decreasing e.g. *cool off*, *fall off*, *wear off*
- (e) finishing e.g. *finish off*, *go off*, *pay off*

Learners will notice that, as illustrated in (a) and (b) above, the same particle can have a different sense depending on the verb with which it combines as in, e.g., (a) Flight EI777 to Rome *took off* on time; (b) John *took* the day *off* work.

Further examples include the particle *up* which often serves to emphasize the verb by expressing a sense of *completion*, e.g., *do up*, *clear up*, *drink up*, and *end up*. The particle *on* may add a sense of *continuation* to the verb, e.g., *go on*, *get on*, *keep on*, *stay on*, *carry on*, and *drive on*. This last group of multi-word verbs could usefully be presented as a lexical set to students who are working on the function of giving directions to locations in a town or city. If learners can perceive a system behind these verb + particle combinations via the meanings that particular particles possess, it will help with learning and retention. Exercises such as the following from Workman (1995: 18) in which learners deduce the general meaning of the particle *through* when used with a certain set of verbs also enhance learning and retention. Learners are asked:

What is the general meaning of the particle *through* in these examples?

- (i) She has had a long and difficult life. She has *lived through* two world wars and a revolution.
- (ii) It was a horrible and painful experience. I never want to *go through* anything like that again.
- (iii) Dr Jones's lectures are long and boring. I refuse to *sit through* any more of them.
- (iv) He's a very heavy sleeper. If a fire alarm started ringing, I'm sure he would *sleep through* it.
- (v) We both felt much better after we had sat down and *talked through* all our problems.

Thus, the particle *through* is used with some verbs to express the idea of completing something, e.g., to complete and experience (*live through*, *go*

through), to complete a period of time (*sit through*, *sleep through*), or to complete a discussion (*talk through*). Goodale (2002: 56) provides further examples and practice with the particle *through*.

Some recently published dictionaries, e.g., *Oxford Phrasal Verbs* (2001), *Collins COBUILD Dictionary of Phrasal Verbs* (2002), and **Macmillan Phrasal Verbs Plus* (2005) have specific sections on particles that provide a good treatment of this area of meaning. Furthermore, grouping multi-word verbs according to their particles is the approach taken in many good published workbooks as well. Certain texts are wholly organized by the particle, e.g., Goodale (2002). In Parkinson (2003), each of the fourteen chapters is dedicated to a key particle, of which the five most common respectively are, *up*, *out*, *off*, *on*, and *down*, accounting for 84% of the one hundred multi-word verbs in this text (Brown, 2004).

Other workbooks organize multi-word verbs in a range of ways including by particle, by verb, and by topic, e.g., Flower (1993), Heaton, (1995), McCarthy and O' Dell (2004), the rationale being that the more different ways that learners meet multi-word verbs, the more they will learn.

A useful practice activity for further familiarization and retention of the meanings of particles is *Particles Pelmanism*. This is a card game in which 15 verb cards and 15 particle cards (some can be repeats) are spread out face down and must be turned up in matching pairs. When a student has found a matching pair, he/she should put this multi-word verb in a sentence to show correct knowledge of its meaning. If the other members accept this sentence, the student scores a point/keeps the matching cards. Students take turns turning over two cards at a time, and partners help each other decide if a match has been made and what the meaning and

*See Appendix A for an example of a *Common Particle* network in this dictionary.

syntactic restrictions of the match are.

Another useful activity for dealing with the literal and aspectual meaning of certain particles is one by Ivins (1986), cited in Celce-Murcia et al. (1999). On the board, the teacher draws a grid with five particles along the top and five verbs along the side.

	up	out	off	on	down
put					
get					
go					
take					
give					

Students have to make up sentences for every multi-word verb combination. Then, they try to determine the underlying literal or aspectual meaning of the particles.

In terms of reviewing the meaning and placement of particles, *Find-the-Mistakes* activities such as the following are quite useful for students. There are eight mistakes with particles in the following passage.

Last year, I was very keen at football, but I lost interest in it when I met Sally. I fell on her in a big way - it was love at first sight! Sally was only fond on me at first, but later she fell in love with me. We had a lot in common and soon planned to get married. I was engaged with her for six months, but then she finished of me, and got married with somebody else. I was really cut down. I didn't think I could get across losing Sally, but I'm fine now.

Finally, it is likely that attempts to analyze with students whether a particle is an adverb or a preposition may be problematic and possibly unhelpful, since some items can act as both. With most learners, therefore, it may be better to refer to all adverbs and prepositions as particles.

Use: Exercises on register and appropriacy

A practical activity that deals with the style of passages of text, conversations and dialogs is one whereby students transform formal pieces of text so that they are less formal, and vice versa, via the use of multi-word verbs and their equivalent expressions.

For instance, the passage below from McCarthy & O' Dell (2001:186) uses expressions that are accurate and meaningful, but are not what a native speaker of English would normally say in conversation. Students first listen to a recording of the passage, and/or read it. Then, they replace the [equivalent expressions] with *multi-words verbs* that are more common in conversational English. Alternatively, students are asked to replace the *multi-word verbs* with [equivalent expressions] that are more appropriate in a formal written document. For illustrative purposes, both formal and informal versions are given below in this composite passage.

Sarah *put* her own name *forward* [proposed] for election to the tennis club committee. Ten other people had also *put in* [submitted] proposal forms, but Sarah was elected because she is very good at *putting* her ideas *across* [communicating with others]. She also has a talent for *putting* her opponents *down* [making someone look small].

See Appendix B for the complete version McCarthy & O' Dell's (2001) *Put* Passage.

There follows another example exercise on the use of an appropriate style of language. Although the dialog below uses forms that are accurate and meaningful, perhaps a native speaker of English would use multi-word

verbs instead of the words in *italics*? Students first listen to the dialog, and then read it. Finally, they replace the words in *italics* with multi-word verbs.

Carrie What's wrong Susan? Have you *had an argument* with Peter again?

Susan Yeah, you guessed correctly...

Carrie Well, what was it about this time?

Susan He said that I was always *complaining and criticizing* him.

Carrie Is it true?

Susan In a way, yes...But I've been feeling insecure because I thought he was *starting to dislike* me.

Carrie How long have you been *seeing* one another?

Susan Almost two years now. But last week, I *discovered* that he's been *having a relationship* with another woman.

Carrie Really! So what did you do?

Susan I told him I knew that he *was doing something* bad, and he said he wanted to *end* our relationship.

Carrie But I thought you were planning to get married in September?

Susan We've *cancelled* it.

Carrie Well, I'm very sorry to hear that you two have *ended your relationship*.

Susan I think it'll take me a long time to *recover* from this.

Carrie Well, perhaps it's for the best. You were never really happy with him.

Key: fallen out, going on at, going off, going out with, found out, going out with, was up to, break up, called...off, broken up, get over. Adapted from Workman (1995: 73).

Collocation Work can be done in this area via specifically designed multiple-choice exercises in which learners identify correct and incorrect collocations. For instance, in a unit with the theme of government, voting and elections, Workman (1995: 22) provides practice with the following multi-word verbs, *bring in, put forward, up to, cover up, and stand down*. Learners are asked:

Which of the words can be used with the multi-word verbs?

Up to three items may be correct.

1. The government is bringing in a new _____.
(a) law (b) measure (c) policy (d) Prime Minister
2. She put forward several _____.
(a) mistakes (b) suggestions (c) complaints (d) proposals
3. He simply isn't up to _____.
(a) exam standard (b) the job (c) resignation (d) the task
4. The manager tried to cover up _____.
(a) the fortune (b) the scandal (c) the mistake (d) the crime
5. Who stood down yesterday? _____.
(a) The French teacher (b) The typist (c) The Chairman (d) The Chancellor

A good dictionary will help with collocation, as it will give examples of words that are commonly associated with certain multi-word verbs. It will show, for instance, that the economy, the value of the yen, land prices, and someone's health can all *bounce back* (i.e. improve or recover). Similarly, a deal, a plan, a scheme, and an arrangement can all *fall through* (i.e. be abandoned or fail to be completed). Thus, it is important for students to notice and learn which words and phrases collocate with particular multi-word verbs.

A useful practice activity for further familiarization and retention of collocations is the language game *Take or Put Challenge* by Cooke et al. (2002). This is a board game in which students have to cross from one side to the other, making sentences with multi-word verbs using *take* or *put*. Students, divided into two teams, get a board and a set of 24 cards placed face down on the table. On the cards are words and expressions that collocate with either *take* or *put*, e.g., ___ a cigarette out, ___ a day off, and ___ up with the noise. Players begin by picking up a card, deciding if the word/expression collocates with *take* or *put*, and then they make a sentence. If the sentence is grammatically correct and meaningful, the team advances across the board. Play then moves to the other team. The team that crosses the board first wins.

This activity gives students further practice not only with the collocation and meaning of various *take* and *put* multi-word verbs, but also with the syntactic properties of these verbs as well. For instance, students must recall whether the multi-word verb uses *someone* and/or *something*, and whether the object is placed before or after the particle, as well as whether the multi-word verb is followed by a gerund or infinitive form.

When earlier exemplifying practice activities with different registers, McCarthy & O' Dell's (2001:186) *Put* Passage was presented. It will have been noticed that in this passage all the multi-word verbs contained the same root verb *put*. In fact, there are seventeen *put* multi-word verbs in the complete passage. Although somewhat contrived, the *Put* Passage reminds students of the remarkable range of meaning and frequency of use that certain multi-word verbs have. Similarly, the *Gotcha* passage by Drehmel (1996: 30) serves to remind students of the almost pervasive nature of multi-word verbs with the root verb *get*. Although highly contrived, Drehmel claims that her passage is "...a vehicle for recognizing and using emphatics, [phrasal verbs], idioms, and slang. By learning to identify these

elements of less formal writing, students can expand their non-classroom vocabulary." Her passage begins thus:

This morning I got up at 7:00. After getting showered, I got dressed. Then I got my own breakfast since none of my roommates had gotten back from vacation yet. After breakfast, and having gotten on my coat,...

There are sixty instances of *get* in this five hundred-word passage (see Appendix C for the full passage). Although not all the instances of *get* involve multi-word verbs, students are given the opportunity to learn which ones do, and which ones do not. Moreover, the *Gotcha* passage challenges students to rewrite it without using *get*, replacing it with equivalent single-word verbs, alternative multi-word verbs, or other appropriate single/multi-word paraphrases in modern American English.

Grammatical form: Presentation and practice activities

Six patterns Every multi-word verb has a rule for word order, and multi-word verbs which have multiple meanings can have several word order rules. For teaching/learning purposes, multi-word verbs can be divided into structural patterns depending on the word order rules they follow. Cowie & Mackin (1975), Seidl & McMordie (1988), and Seidl (1990) use a scheme of six basic verb patterns: three for transitive verbs, and three for intransitive verbs. The six patterns are:

Pattern 1. Intransitive verb + particle

e.g., *take off*, *pass out*, *fall through*

Pattern 2. Intransitive verb + preposition

e.g., *go off* someone/something, *count on* someone/something

Pattern 3. Intransitive verb + particle + preposition

e.g., *put up with* someone/something, *look up to* someone

Pattern 4. Transitive verb + particle

e.g., *bring* someone *up*, *pack* something *in*

Pattern 5. Transitive verb + preposition

e.g., *talk* someone *into* something, *land* someone *with* something

Pattern 6. Transitive verb + particle + preposition

e.g., *fix* someone *up with* something, *put* someone *up to* something

Four types Acklam (1992), Workman (1993; 1995) and Soars et al., (2003) outline four types of multi-word verbs in their system. Regarding word order rules, Workman (1995: 12) says: "Most multi-word verbs belong to one of four basic types." These are:

Type 1: verb + adverb (intransitive + inseparable)

e.g., *break down*, *pass out*, *take off*

Type 2: verb + adverb + object (transitive + separable)

e.g., *turn* something *off*, *put* something *off*

Type 3: verb + preposition + object (transitive + inseparable)

e.g., *look after* someone, *take after* someone

Type 4: verb + adverb + preposition + object (transitive + two inseparable particles) e.g., *put up with* something, *stand up for* someone

By studying this system, learners may be better able to assimilate the range of structural patterns that multi-word verbs can have. Also, they will understand that word order depends on whether a verb is followed by a particle (adverbial) or a preposition. Moreover, the six patterns indicate exactly where the direct object, preposition or particle are positioned. Furthermore, as shown in most learner dictionaries, the words *someone* or *something* indicate where the direct object and/or the object of the preposition usually stand. Students should note this, as the meaning of some multi-word verbs depends on the presence and position of: (a) a prepositional object, or (b) a direct object, as in, for instance:

(a) He *saw through* the plan (Pattern 2),

i.e., he realized the deception of the plan.

(b) He *saw* the plan *through* (Pattern 4),

i.e., he persevered and completed the plan.

It can be seen that there is a certain degree of overlap between Seidl's (1990) *six patterns* and Workman's (1995) *four types*. It is perhaps suffice to say that they roughly map onto each other. It is noteworthy, however, that while Acklam (1992) and Workman (1995) do not explicitly differentiate between direct objects and prepositional objects in their system, Seidl (1990) does not highlight the notion of separability in her system. Therefore, rather than conduct further analysis of these attempts to systematize the form of multi-word verbs, it may be more appropriate to explore how they may benefit students' understanding.

One approach might be to introduce and practice Workman's (1995) *four types* as students progress through the intermediate levels; while those students at the advanced levels may find the somewhat more detailed treatment offered by Seidl's (1990) *six patterns* to be more useful. Nonetheless, whichever system is used, students still have a challenge in recognizing and applying these word order rules to the multi-word verbs they learn.

On top of this, there is also the problem of exceptions. For instance, if we consider Workman's (1995) system, some multi-word verbs behave as more than one type, e.g.

How is she *getting on*? (Type 1)

How is she *getting on with it*? (Type 4)

In addition, certain ergative multi-word verbs seem to overlap Types 1 and 2:

Did they *shut the factory down*? (Type 2)

Yes, it *shut down* last week? (Type 1)

Finally, certain multi-word verbs do not belong to any of the four basic types, e.g., "Paul *passed himself off as* a wedding pastor."

If, for instance, teachers/learners adopt Workman's *four types*, syntactic properties such as transitivity and separability need to be noted from the outset. The use and position *someone/something* will also be an indication as to whether a multi-word verb is Type 1, Type 2, Type 3, or Type 4. Learners can do a variety exercises on form, involving the identification, manipulation and transformation of sentences involving the four basic types. Further exercises should include drills and gap-fill tasks.

Having introduced a certain number of multi-word verbs over half a term, for instance, learners can be asked to recall and categorize them according to the word order rules they follow, and write them in the appropriate section on a grid, such as the one below.

Type 1: intransitive and inseparable <i>grow apart, make up, split up,...</i>
Type 2: transitive and separable <i>let someone down, call something off, sort something out,...</i>
Type 3: transitive and inseparable <i>fall for someone, stand by someone, go off someone,...</i>
Type 4: transitive and two inseparable particles <i>make up for something, look down on someone, stand up for someone/something,...</i>

This kind of practice should aid retention and encourage students to keep notes on which word order type a particular multi-word verb belongs to. They should also note which verbs do not fit these categories, and remember that some multi-word verbs can belong to more than one type.

To drill the syntactic properties and meanings of everyday multi-word verbs, Celce-Murcia et al. (1999: 436) suggest miming daily routines within which a number of different multi-word verbs are incorporated. At first, the teacher reads out the routine and mimes the actions. Later, the teacher can simply use mime to elicit the routine orally from the students. Two daily routines that can be used are as follows:

Morning Routine

My alarm *goes off* at 6:00. I *wake up*. I *turn off* my alarm. I stretch in bed and I *get up*. I go to my closet and *take out* my slippers. I *put* them *on*...

Telephone Routine

I want to call my classmate. I *look up* her number in the telephone book and I *write it down*. I *pick up* the receiver and dial the number. The line is busy, so I *hang up*. I will *call back* later.

Other drills take the following form. Students listen to the sentences, which are either read out by the teacher or played back on CD. Then, the students say the sentences, using the multi-word verb prompts. For example:

Teacher: I'm starting to dislike him (*go off*).

Students: *I'm starting to go off him.*

Teacher: The wedding has been cancelled (*call off*).

Students: *The wedding has been called off.*

These controlled practice exercises would ideally lead on to free practice activities such as personalized questions e.g., "What is your idea of a good friend?" to practice a target item such as "Someone who *stands by* me in difficult times." Indeed, song lyrics and their recordings are an excellent way of inculcating the syntactic properties of multi-word verbs. Consider, for example, *Stand by Me* by Ben E. King (1961):

When the night has come

And the land is dark

And the moon is the only light we'll see

No, I won't be afraid, no I won't be afraid

Just as long as you stand, *stand by* me...

Some teachers use songs exclusively for the presentation and practice of multi-word verbs. Upendran (2001), for example, believes that:

Using songs provides an ideal context for students to learn new phrasal verbs. The enthusiasm generated by songs will enable the teacher to discuss those phrasal verbs, which have been brought up by the students, and not those randomly selected by the teacher or the textbook writer. Making students learn the songs will ensure that they will remember not only the meaning, but also how to use the phrasal verb.

In order to bolster the recycling of multi-word verbs in speaking, teachers can set up role-plays, discussions, language games, and *Grammar Auctions* (Brown, 1995). Moreover, to enhance the use of multi-word verbs in writing, picture stories of previously presented listening/reading passages can form the foundation for written recounts. See examples from Workman (1993) in Appendix D.

Separability In order to give students practice with the restrictions regarding verb-particle separability, they can be given short passages in which the particle is sometimes misplaced. When the particle is in the wrong place, students should circle it and draw an arrow to indicate its correct position. For instance,

Mary finally decided to prepare a dinner party for her friends; she had put off it for too long. A few days earlier she had prepared a chicken curry and put it in the freezer to make sure it did not go off. On the morning of the dinner party she took out it from the freezer. She then put it on the counter to thaw out it. Then she put a salad together.

Noun and adjective derivatives Learners should note that certain multi-word verbs can be converted into nouns or adjectives by combining the infinitive form of the verb with the particle. For example, "Two armed men held up Barclays Bank; I first heard about the *hold-up* on the radio." And "My car broke down yesterday and I had to call a *breakdown* service to help me." Verb + particle noun and adjective derivatives are sometimes written with a hyphen, e.g., a *check-in* desk, and a *blocked-up* drain. Sometimes they are written without, e.g., college *dropouts*, and a *breakdown* truck. In addition, some multi-word verbs have noun forms where the particle comes first, e.g., *set out* becomes *outset*, and *fall down* becomes *downfall*. Students should note these in their written records of multi-word verbs. McCarthy and O' Dell (2004) provide intermediate students with a good treatment of this area.

Written records Finally, teachers should show students how to keep good written records of the new multi-word verbs that they meet. Students could perhaps reserve a section of their vocabulary notebooks, with a page for each of the six most common particles. Some profitable debate might arise as students come to decide which category of a given particle a new multi-word verb belongs to; as we have seen, a common particle such as *off* may have five categories of meaning.

Alternatively, students may choose to organize their records semantically by topic or theme, e.g., Family, Health, Relationships, Work, and Leisure. Some family-centered multi-word verbs that could be included are, *bring up*, *count on*, *fall out*, *get on with*, *get together*, *look after*, *look up to*, *run away*, and *tell off*. Further details such as fundamental and metaphorical senses, specific meaning, connotations, and equivalent expressions can also be noted. Register and style, collocations, and noun/adjective derivatives can be recorded as well.

Learners should also be encouraged to record multi-word verbs in a way that indicates word order type, e.g., the use and position of *someone/something* can determine whether a multi-word verb is Type 1, Type 2, Type 3, or Type 4. Whether the verb is generally used in the passive voice, or is followed by gerund or infinitive forms can also be written. Flower (1993) has prepared templates for multi-word verb record keeping in the *Your Personal List* section of his text; there are pages reserved for common particles, e.g. *up*, *out*, *on*, *off*, *in*, and *down*; and pages for common verbs, e.g., *put*, *get*, *go*, *take*, *come*, and *be*.

Essentially, it is recommended that students write in their records at least two key pieces of data for each of the three areas: the *meaning*, *use*, and *form* of multi-word verbs.

Conclusion

Multi-word verbs are not unique to English. They are, however, different enough from verbs in many other languages, and common enough in English to pose considerable learning challenges for students (Celce-Murcia et al., 1999). It is apparent that the traditional approach outlined at the beginning of this paper is inadequate, either in that it fails to produce learnable systems, or that it produces systems of the wrong kind. Connections should always be made so as to establish a multi-word verb's context within the language, to show, for instance, that they are meaningfully metaphorical rather than confusingly random.

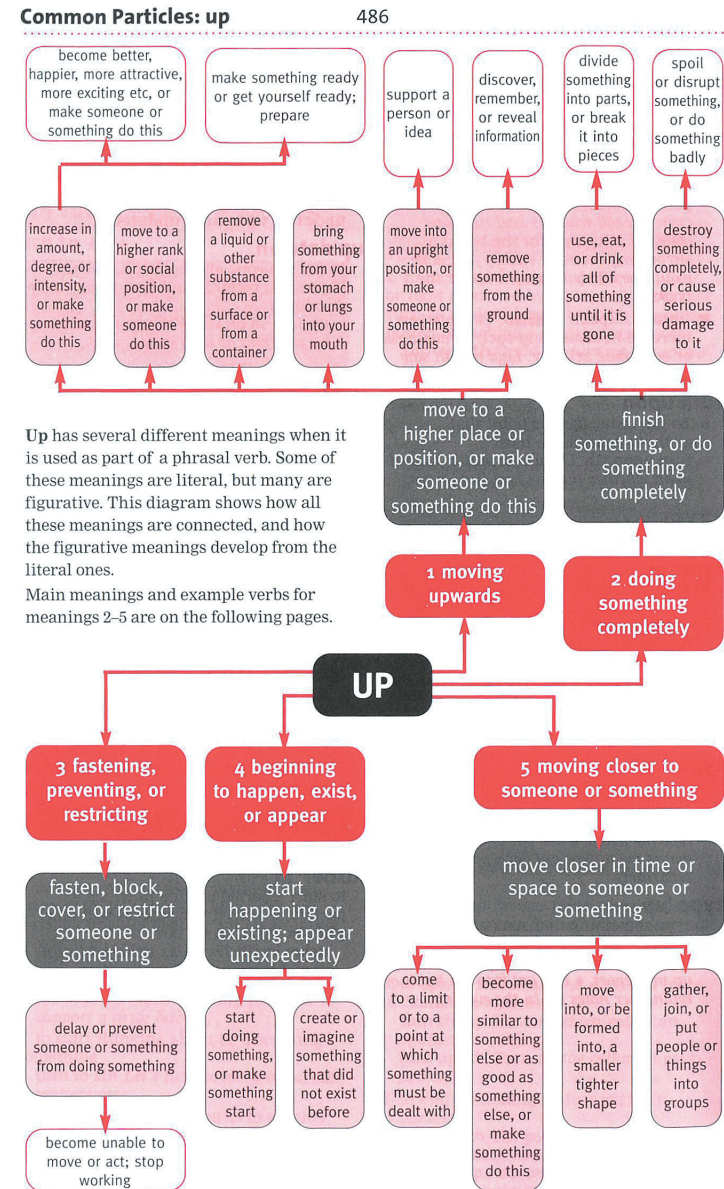
In practice, this means grouping multi-word verbs together according to their particles, topic/thematic areas, concepts, or functions. In terms of presentation, contextualization via the use of text-based materials is vital. It is received wisdom that the learning of vocabulary is far more effective and far more meaningful if it is seen and understood in context, and not

simply in a long list of unrelated words. As far as multi-word verbs are concerned, contextualization is particularly important when you take into consideration the challenges of idiomaticity and word order. Furthermore, by studying multi-word verbs in context learners get to know the collocational patterns that they most frequently occur in.

Finally, when students are capable of determining when it is appropriate to use a multi-word verb rather than a single-word verb, and when they know which gaps in the language are best covered by multi-word verbs, they are then truly on the road to writing and speaking natural English.

Appendix A

An example of a *Common Particle* network in the dictionary *Macmillan Phrasal Verbs Plus* (2005) London: Macmillan



Main meanings	Example verbs		
1 moving upwards			
move to a higher place or position, or make someone or something do this	bob up hang up hike up hitch up jack up	lift up pick up pin up pop up rear up	ride up shin up shoot up stick up tip up
<i>Pick up your clothes and put them away. ♦ Without warning, the horse reared up and charged.</i>			
increase in amount, degree, or intensity, or make something do this	beef up build up bump up fatten up flare up heap up	hurry up mount up pile up put up ramp up ratchet up	speak up speed up stack up stock up swell up whip up
<i>It looks like they're putting up the price of oil again. ♦ You need to hurry up or we'll be late. ♦ Could you speak up? We can't hear you in the back.</i>			
become better, happier, more attractive, more exciting etc, or make someone or something do this	bone up brighten up brush up cheer up dress up	freshen up jazz up liven up perk up polish up	sex up smarten up spice up spruce up tidy up
<i>Cheer up – it's not that bad. ♦ I really need to brush up my maths skills before the test.</i>			
make something ready or get yourself ready; prepare	build up to butter up firm up gear up limber up	line up psych up saddle up soften up sweeten up	tee up tool up tune up warm up work up to
<i>The show was about to begin, and the band was tuning up. ♦ It took me a while to psych myself up for the interview.</i>			
move to a higher rank or social position, or make someone do this	bump up	go up	move up
<i>I hope to move up to a management position within five years.</i>			
remove a liquid or other substance from a surface or from a container	lap up mop up	soak up sop up	sweep up wipe up
<i>Who's going to mop up this water? ♦ The kitten lapped up the milk.</i>			
bring something from your stomach or lungs into your mouth	bring up cough up	puke up sick up	spit up throw up
<i>She ran to the toilet and threw up. ♦ He keeps coughing up blood.</i>			
move into an upright position, or make someone or something do this	get up hold up jump up	prop up put up sit up	stand up straighten up throw up
<i>Everyone stood up and joined hands. ♦ They've thrown up the whole building in just a few months.</i>			
support a person or idea	back up bolster up	prop up shore up	speak up for stand up for
<i>It's important to stand up for what you believe in. ♦ If you don't believe me, Kevin will back me up.</i>			
remove something from the ground	dig up	grub up	pull up
<i>Authorities have dug up two bodies in the back garden.</i>			
discover, remember, or reveal information	bring up call up dig up	dredge up look up point up	rake up turn up yield up
<i>Police have turned up some new evidence. ♦ If the divorce comes up in conversation, fine, but I'm not going to bring it up.</i>			

Appendix B

The complete version of the *Put* Passage from McCarthy, M, & O' Dell, F., (2001). *English Vocabulary in Use (Upper Intermediate)* Cambridge: CUP

Here are some of the many phrasal verbs with **put**.

Sarah **put** her own name **forward** [proposed] for election to the tennis club committee. Ten other people had also **put in** [submitted] proposal forms but Sarah was elected because she is very good at **putting** her ideas **across** [communicating to others]. She also has a talent for **putting** her opponents **down** [making someone look small]. At the first meeting she was largely silent though occasionally she would **put in** a remark [say something]. At the next meeting she was more involved. She supported the proposals that central heating should be **put in** [installed] at the club house and that the local school could use the club to **put on** [present] a play. She insisted that the play would not **put members out** [inconvenience] at all provided that the school **put** all their props **away** [tidy] after each performance. She said that she would **put up** [give accommodation to] grandparents coming from other towns to watch the play. She argued that they should **put off** [postpone] making their decision about **putting up** [raising] the club subscription until they had found out how members felt about this. She agreed to **put up** [fix] posters encouraging all members to come to the next meeting. The meeting ended dramatically with a small fire in the club-house but it was quickly **put out** [extinguished]. Sarah told her mother all about the meetings. She was very good at **putting on** [pretending to have] all sorts of accents and she made her mother laugh as she imitated her fellow committee members. 'The chairperson really **put me off** [distracted] with his constant sniffing,' she said, 'and I don't know how they **put up with** [tolerate] the secretary's rudeness.'

NOTE

It would not normally be natural to use all of these expressions together.

Appendix C

The complete version of the *Gotcha* passage from Drehmel, C. (1997) *Gotcha* TESOL Journal 6(4), 30.

Gotcha

This morning I got up at 7:00. After getting showered and shaved, I got dressed. Then I got my own breakfast since none of my room-mates had gotten back from vacation yet. After breakfast, and having gotten on my coat, hat, scarf, and gloves, I got my backpack onto my shoulder. When I got done with all of that, I suddenly got hot under the collar about the time. I finally did get to campus at 8:30, but only because the Wolfline bus had gotten here on time.

I got to my 9:10 class at 9 o'clock, without getting lost. I got off my coat and got a look at the rest of the students as they got there one by one. When our instructor got to class, she got red in the face because of the writing all over the board left by the previous instructor. I immediately got up. "Don't get upset," I said. "I'll get it cleaned off for you." (I'd get some brownie points that way.) At that, she was able to get rid of her anger. Oh, by the way, she's got long blond hair and bright blue eyes, a typical American.

As class got started, most of us got scared we'd get called on, but soon we got settled down. After getting out a piece of paper, we got to work. However, one kid did get sick during class and got out of there fast, getting to skip the rest of the period.

After class, I got my coat on again. When I got outside, it was getting colder, so I got all bundled up against the winter gale and got to the bookstore to get my textbooks and supplies. By the time I got to my next class, it was getting late, but I did manage to get there in the nick of time.

At lunchtime I got together with some friends, and we got to the cafeteria just in time to get in line. When we finally got to a table, we had to get our food down fast in order to get to our next class on time.

After that class, I was getting pretty tired. All I could get out was, "I gotta get home." But I still had to get across campus to the bus stop and get on the Wolfline again. On the way home, I got an idea. If only I'd gotten married over the vacation, when I got home she'd get my dinner while I got my homework done, and then we'd get to bed. Such a sweet daydream. But I got over it mighty fast when the bus got to my stop. So, that's how I got through my first day back from the holidays.

Get it?

Got it!

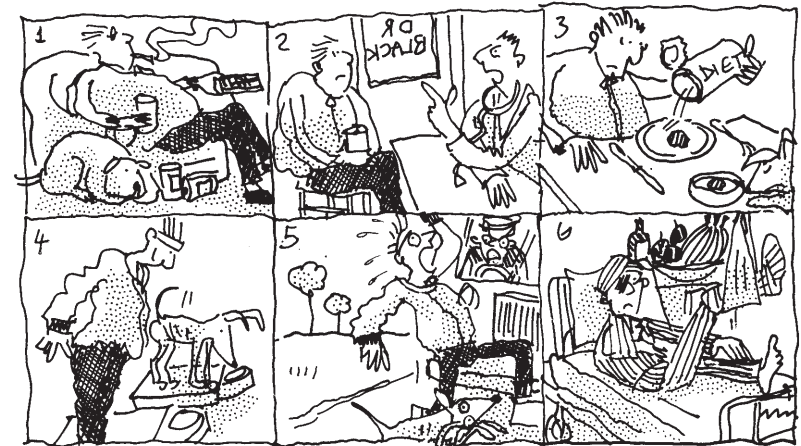
Good.

Appendix D

Examples from Workman, G. (1993) *Phrasal Verbs and Idioms (Upper Intermediate)* Oxford: OUP

- 1 Work with your partner. Practise telling the story of Mr Brown. Use multi-word verbs and expressions from this unit.
- 2 Now write the story of Mr Brown. Use the following multi-word verbs and expressions.

out of condition	to be/go on a diet
to put on (an amount of something)	to give something up
to get through (an amount of something)	out of breath
to cut something out	to knock someone down
to cut down (on) (something)	to come round
to take something up	out of danger



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