



UNIVERSIDADE DA CORUÑA

FACULTADE DE FILOLOXÍA

GRAO EN INGLÉS: ESTUDOS LINGÜÍSTICOS E LITERARIOS

**Teaching and Learning Phrasal Verbs:
How they are presented in teaching books,
dictionaries and mobile applications, and a proposal
of possible alternatives.**

Laura de las Mercedes Buján Sánchez

June, 2013

Table of Contents

Abstract	5
1. Introduction	7
2. Multi-word verbs.....	9
2.1. Phrasal verbs	10
2.1.1. Intransitive phrasal verbs	10
2.1.2. Transitive phrasal verbs	11
2.2. Prepositional verbs	13
2.2.1. Differences between phrasal verbs and prepositional verbs	14
2.3. Phrasal-prepositional verbs	15
2.4. Other idiomatic verb constructions	16
3. Teaching and learning phrasal verbs	19
3.1. Phrasal verb practise books	19
3.2. Traditional class books.....	26
3.3. Additional material when learning phrasal verbs.....	33
3.3.1. Dictionaries of phrasal verbs.....	33
3.3.2. Mobile applications on phrasal verbs.....	36
3.4. Phrasal verbs in use	42
3.5. A suitable method to teach phrasal verbs.....	44
4. Conclusions	47
APPENDIX A	49
APPENDIX B	51
APPENDIX C	53
APPENDIX D	55
List of works cited.....	57

Abstract

This assignment is intended to present more efficient and entertaining methods to teach phrasal verbs to students of English as a foreign or second language by looking at different materials that deal with them. There is an introductory section that deals with the grammatical aspects of the different types of multi-word verbs, which tend to be mistakenly grouped under the category of “phrasal verbs”. This exhaustive presentation of multi-word verbs shows that each type has its own features and that they do not behave in the same way either syntactically or lexically. The materials used in the following part consist of phrasal verb practise books, classbooks, dictionaries and mobile applications, which have been critically analysed in order to highlight their advantages and disadvantages in the process of teaching and learning phrasal verbs. As a student of EFL, I have added personal comments on these aspects. The role of the teacher in the classroom is also considered and some advice is given to improve it regarding the teaching of phrasal verbs. Throughout this paper there is a special focus on the grammatical features of phrasal verbs, the validity of the activities included in books to work with them, the need of supportive material that complement classwork, the importance of the teachers’ predisposition towards their learning, and also on the fact that there is a possible logical alternative to learn phrasal verbs.

1. Introduction

The purpose of this paper is to propose a suitable method of teaching phrasal verbs that make them less intimidating to students, as the general view is that they have to be learned individually and that their meanings are arbitrary. Because of the erroneous belief that phrasal verbs do not follow any pattern to construct their meanings, students show a certain attitude of rejection towards them and face this type of multi-word verbs with difficulty. In the present work, I have tried to overcome the problems of teaching and learning phrasal verbs by means of analysing and criticising their presentation in different materials and then adding my own proposals, when necessary, to improve the methods.

Regarding the methodology of this review, I have first selected a series of books, some of which are exclusively centred on phrasal verbs (4) while some others are traditional class books (5). It is important to say that all of them belong either to an intermediate level (including B1 and B2) or do not specify it. I have decided to limit my research within this particular level to obtain homogeneous findings in the presentation of phrasal verbs in these types of books, but also because in lower levels one cannot find a wide range of these multi-word verbs and they are not taught as a separate class of verbs, and in higher levels there is a greater focus on them and their teaching procedure may vary considerably. Thus, the introduction of phrasal verbs to students takes place in the intermediate level, so their presentation should be attractively, and entertaining when possible, to avoid the typical students' unwillingness towards them and make them interesting to learn.

Apart from these books, I have also made a selection of complementary materials such as dictionaries (5) and mobile applications (5) that contribute to the learning of phrasal verbs. I have chosen them according to their popularity and also trying to present to the reader variety in the ways they deal with phrasal verbs. In addition, it is worth mentioning that in the case of mobile apps, I have only taken into account free ones, which may be either an advantage regarding how expensive the previous publications are, or a disadvantage, because it is possible that their content is poorer and simpler than that in the apps one has to pay for.

To achieve the aim of this paper, I have decided to start with a section on multi-word verbs, since it is very important to distinguish the differences between prepositional, phrasal and phrasal-prepositional verbs, among others. Most of the times these differences are not explained in class and these verbs are confused and categorised wrongly, which implies syntactic and semantic problems. This Section 2 is based on Quirk et al.'s *A Comprehensive*

Grammar of the English Language and it is intended for the elucidation of what is a phrasal verb and what is not. It would not be very important to know the differences between multi-word verbs if they presented the same degree of difficulty when teaching them, but the reality is not such. The reader will notice that the description of the features of phrasal verbs is more detailed than that of the rest because they are the basis of the next section.

After that, I have centred my attention on the teaching of phrasal verbs (Section 3). Based on the materials mentioned above, I have paid attention to the way in which phrasal verbs are introduced and to the types of activities suggested to put them into practise. I have analysed and critiqued how every book, dictionary and application does so in order to discuss their efficacy and success in the process of teaching phrasal verbs. However, as I found these materials use some unsatisfactory methods, I have added some personal advice, according to my own experience as a student of English, to demonstrate that they can and should be improved. In a work with a more ambitious purpose, these proposals could be better considered and applied, but since this is not the case I have just listed them. Furthermore, as the process of teaching does not take place in books, I have also included a subsection (Paragraph 3.4) dealing with the role of teachers and their predisposition with regard to the teaching of phrasal verbs, which can always be improved.

2. Multi-word verbs

Although there are other types of combinations which will be commented on below, when one refers to multi-word verbs, they usually allude to the combination formed by a lexical verb plus one or two particles. It is important to stress the fact that these combinations behave “lexically or syntactically as [single verbs]” (Quirk et al. 1150) as in (1), (2) and (3):

- (1) He realised he had no possibilities, so he *gave in*.
- (2) My little sister still *believes in* Santa Claus.
- (3) We have *run out of* sugar, we need to buy some more.

In sentence (1) the words in italics form a phrasal verb that means ‘surrender’, in (2) a prepositional verb that indicates ‘having faith in the existence of (something or someone)’, and in (3) a phrasal-prepositional verb with the meaning of ‘having no more’. It is easy to distinguish the last category from the former ones because of the number of particles that follow the lexical verb, but, on the contrary, the classes of verbs exemplified by *gave in* and *believes in* tend to trouble students interested in their distinction. I say ‘interested in their distinction’ since not everyone knows or needs to know that they do not belong to the same category in order to use them. However, to know more about these multi-word verbs can help speakers to avoid incorrect constructions with direct object, and students of language to analyse sentences properly.

Regarding the particles that follow lexical verbs in these expressions, they “belong to two different but overlapping categories” (*ibid*): prepositions and spatial adverbs. Quirk et al. divide these particles in three groups, one formed only by prepositions, another one which includes both prepositions and spatial adverbs or prepositional adverbs (the first element of a complex preposition), and a third one for spatial adverbs (1151). This division may help to solve some students’ doubts, but it is essential neither to use multi-word verbs correctly, nor to see the differences between their classes, because the nature of the particle can be guessed from its combination with the lexical verb. One should bear in mind that spatial adverbs are not perforce used with their spatial meaning and that they are not necessarily followed by a noun phrase, whereas a preposition requires it. This can be noticed in examples (1) and (2) above, and also in (4) and (5):

- (4) The plane *took off*.

- (5) She has suffered a lot and cannot *rely on* any boy.

In sentences (1) and (4) the phrasal verbs do not have any kind of complementation, whereas in (2) and (5), both prepositional verbs are followed by a noun phrase (*Santa Claus* and *any boy*, respectively) because otherwise the meaning of the clauses would be incomplete: **My little sister still believes in*, **She has suffered a lot and cannot rely on*. This is going to be one the most important aspects to differentiate prepositional and phrasal verbs.

2.1. Phrasal verbs

Phrasal verbs form one of the most common types of multi-word verbs. They consist of a lexical verb and a spatial adverb, and since this combination often brings a new meaning different from those of the verb and the particle, it is usually the hardest part of the English language to be learned by foreign students. These verbs should not be confused with free combinations of verb plus adverb, where the meanings of both their components are maintained. In order to avoid this misunderstanding, Quirk et al. present a series of characteristics that may help to distinguish phrasal verbs from free syntactic combinations, but these are exposed below because they change according to whether the phrasal verb is intransitive or transitive.

2.1.1. Intransitive phrasal verbs

This type of phrasal verbs are usually informal, and the lexical verb is generally followed by the second group of particles mentioned previously, those that can be either prepositions or prepositional adverbs (Quirk et al. 1152). These particles act as place adjuncts or can function as such and, as a general rule, they cannot be separated from the lexical verb with which they appear. Clauses (6) and (7) contain examples of intransitive phrasal verbs. In these sentences there is no direct object, and the particles cannot be separated from their corresponding lexical verbs (**the prisoner got rapidly away* and **the bomb blew unexpectedly up*):

- (6) The prisoner *got away*. ‘escaped’

- (7) The bomb *blew up* unexpectedly. ‘exploded’

One of the differences between intransitive phrasal verbs and free syntactic combinations of verb plus adverb is that in the former ones the verb and the particle create a new meaning (placed next to examples (6), (7) and (8a)) and in free combinations the

meaning of the verb and that of the adverb remain intact, as in (8b), where *across* is an adverb “semantically equivalent to a reduced prepositional phrase, from which the complement has been omitted” (Quirk et al. 1155). In addition, free combinations allow modifiers such as *right* or *straight* to be placed between their constituents (9a) and supposedly allow inversion (9b), two characteristics that are not admitted by phrasal verbs, as can be seen in (10a) and (10b) (Quirk et al. 1152-53). However, “in this as in other criteria, there is an unclear boundary between phrasal verbs and free combinations” (*ibid*).

- (8) a. My dad *comes across* really well on TV. ‘to give an impression’
 b. He *ran across* (the field).
- (9) a. He ran *straight* across (the field).
 b. ?* *Across* he ran.
- (10) a. *My dad comes *right* across really well on TV.
 b. **Across* comes my dad really well on TV.

2.1.2. Transitive phrasal verbs

Those phrasal verbs that take a direct object as complement are included in this group. These present the greater amount of similarities with prepositional verbs and some advice for their distinction is given after the presentation of prepositional verbs. First of all, it is necessary to clarify that there are some combinations of verb and particle that can be intransitive or transitive phrasal verbs depending exclusively on their complementation patterns in a given sentence. In some cases there is a change in the meaning, but this is not a decisive aspect. For instance, taking (7) and (8a) as intransitive examples, we can find (11) and (12) as their transitive counterparts respectively:

- (11) A single bomb *blew up* the whole city. ‘destroyed’
- (12) I just *came across* the ring I had lost three weeks ago. ‘found by chance’

If we compare (7) with (11) and (8a) with (12), we can notice that the meaning of the phrasal verbs has changed, although in the case of (8a) and (12) there is a shared semantic notion which gives two different roles to *bomb*: Agent with the intransitive form and Affected with the transitive one. The connection between these two meanings can also be perceived as

a cause-and-effect semantic relationship: the bomb *blew up* ('exploded') and *blew up* ('destroyed') the city.

In theory, the particle in transitive phrasal verbs can either precede or follow the direct object as in (13a) and (13b). Some verbs do not allow this double possibility: when “there is a strong idiomatic bond [...] between the phrasal verb and the object” and with clausal objects, the particle should be positioned before, and to avoid ambiguity and coordinate particles, it is recommended to place the objects between the two components of the phrasal verb (Quirk et al. 1155). In addition, if the object is a personal pronoun, it will always precede the particle (14a-b) and if it is long or the speaker wants to emphasise it, it is placed at the end as a consequence of the end-weight and end focus principle (15a-b).

- (13) a. They should *put off* the decision until the next meeting.
b. They should *put* the decision *off* until the next meeting.
- (14) a. They should *put* it *off* until the next meeting.
b. *They should *put off* it until the next meeting.
- (15) a. They should put off until the next meeting the decision of buying a new printer for the office.
b. *They should *put* the decision of buying a new printer for the office *off* until the next meeting.

Some of the characteristics of intransitive phrasal verbs, in contrast with free combinations, can be used here to distinguish between the latter and transitive phrasal verbs. As has been said, the verb and the adverb in a free combination preserve their separate meanings, and in phrasal verbs the combination acquires a new one that can be idiomatic or semi-idiomatic. Moreover, the same combination of lexical verb plus particle can behave either as a free combination or as a transitive phrasal verb, and in these cases the insertion of an adverb before the particle is going to determine the non-idiomatic construction (free combination):

- (16) She *brought* the girls *up*. ('she reared the girls')¹

¹ Sentences (16), (17), (19a-b), (22) and (23) have been taken from Quirk et al. (1154-56).

- (17) She *brought* the girls *right up*. ('she caused the girls to come up (the stairs)')

Another characteristic of transitive phrasal verbs, as of transitive verbs in general, is that they can be turned into the passive voice. Thus, the passive voice of sentence (16) is (18). However, some phrasal verbs where “the object is idiomatically limited to a particular noun or pronoun” do not admit the passive as in (19a-b):

- (18) The girls *were brought up* by her.

- (19) a. The train *picked up* speed.

- b. ?*Speed was *picked up* by the train.

2.2. Prepositional verbs

Prepositional verbs are combinations of a lexical verb and a preposition with which it is semantically or syntactically associated: the verb has a literal used, but at the same time, it has a fixed association with the preposition. The preposition always precedes its complement (20a) unless it is stranded (20b). In sentences with prepositional verbs, the noun phrase that follows the verb is a complement of the preposition (or prepositional object) not the direct object, as *his girlfriend* in (20a). Some prepositional verbs are followed by two complements: a direct object that goes with the verb and a prepositional object introduced by the preposition. In certain cases, the first noun phrase forms an idiomatic unit with the verb and the preposition. For instance, in (21) *touch* is the direct object and *most of my old school friends* is the prepositional object introduced by the preposition *with*, however, *lost touch with* has become an idiomatic unit in language.

- (20) a. He *broke with* his girlfriend.

- b. Which girl did he *break with*?

- (21) I have *lost touch with* most of my old school friends.

Prepositional verbs with one or two complements allow the passive voice, although there is some stylistic awkwardness with verbs of the first type (22). In addition, adverbial insertion is possible only when there is not a direct object, as in (23), where *the picture* is a complement of the preposition *at*, not the direct object of the verb *look at*.

(22) The picture was *looked at* by many people.

(23) Many people *looked disdainfully at* the picture.

2.2.1. Differences between phrasal verbs and prepositional verbs

The two types of multi-word verbs which tend to provoke misunderstandings among students are prepositional verbs without direct object and transitive phrasal verbs. This is due to the fact that the prepositional objects that go with the aforementioned are confused with the direct objects of phrasal verbs, with which they share certain superficial similarities. In addition, it has been my experience that some teachers give to their students lists of what they call “phrasal verbs” that also include prepositional verbs and in my opinion, this increases students’ confusion. I understand that learners of English at basic levels do not need an exhaustive presentation of these verbs, but it would be better to name the verbs included in these lists “multi-word verbs”. However, for higher level students, there are some criteria, proposed by Quirk et al. (1966) that may be followed to distinguish phrasal from prepositional verbs.

To begin with, the behaviour of the particles in both combinations with regard to the complements marks a difference. In phrasal verbs, as has been previously said, the adverb can either go before or after the direct object, as is shown in (24a-b), whereas in prepositional verbs the particle must precede it (unless deferred), as in (25a). Likewise, adverbial particles are always placed after the direct object when it is a pronoun (24c), but the preposition follows it (25c).

(24) a. He *broke up* the party.

b. He *broke* the party *up*.

c. He *broke* it *up*.

(25) a. He *broke with* his girlfriend.

b. *He *broke* his girlfriend *with*.

c. He *broke with* her.

In addition, the particle of a phrasal verb cannot precede a relative pronoun or an interrogative word at the beginning of a relative clause or a *wh*-question respectively, and the insertion of an adverb that functions as an adjunct between verb and particle is possible with most prepositional verbs, but not with phrasal verbs. Sentences (26a-b) and (27a-b)

demonstrate the criteria with interrogative and relative clauses, while (26c) and (27c) are examples of adverb insertion:

- (26) a. **Up* what did he *break*?
b. *The party *up* which he *broke*.
c. *He *broke* completely *up* the party.
- (27) a. *With* whom did he *break*?
b. The girl *with* whom he *broke* up.
c. He *broke* completely *with* his girlfriend.

Another difference between these combinations is made by stress, but this may be more difficult for foreign students of English to identify and is not very reliable, especially with polysyllabic prepositions. Commonly, stress falls with a higher degree on the adverbial particle of a phrasal verb, but in prepositional verbs, it is the lexical verb which is pronounced with a greater force.

Interestingly, sometimes a combination of verb plus particle can be either a prepositional or a phrasal verb, and in these cases, one of the most trustworthy criteria is reducing the noun phrases to pronouns so their collocation determines the category of the verb. The following sentences, taken from Quirk et al. (1157), (28a-b), exemplify what happens with a phrasal verb, and (29a-b) what occurs with a prepositional verb.

- (28) a. He *turned on* his supporters. ('he excited them')
b. He *turned* them *on*.
- (29) a. He *turned on* his supporters. ('he attacked them')
b. He *turned on* them.

2.3. Phrasal-prepositional verbs

This type of verbs consists of a lexical verb followed by two particles, the first adverbial and the second prepositional. As happens with intransitive phrasal verbs, "these combinations are largely restricted to informal English" (Quirk et al. 1160) and as occurs with

other multi-word verbs, it is possible to paraphrase their meaning in one word (24), although this criterion to distinguish them is not always reliable (25).

(24) I can't *put up with* liars. ('tolerate')

(25) They *look down on* their neighbours. ('regard with a feeling of superiority')

Some phrasal-prepositional verbs require a direct object as a complement, and in this case, it is placed before the two particles (26a). If a sentence with a verb of this type only has a prepositional object, the irregular passive (the prepositional object becomes subject) is possible (27), and the regular passive occurs only when both prepositional and direct objects are present in the sentence (26b).

(26) a. Some people *put* success *down to* sheer luck.

b. Success is *put down to* sheer luck.

(27) The death penalty has been recently *done away with*.

2.4. Other idiomatic verb constructions

Although the aim of the paper does not include them, I have thought it important to know that phrasal verbs, prepositional verbs and phrasal prepositional verbs are not the only categories that define multi-word verbs. As Quirk et al. (1987) state, there are other types of multi-word verbs which are not formed by a lexical verb plus one or two particles. One of them is the verb-adjective combination, whose characteristics are very similar to those of phrasal verbs: they form cohesive units and may or not require a direct object. In order to differentiate them, one can use comparative modification, which is not allowed by phrasal verbs. Thus, example (28a) is a verb-adjective combination, and (28b) is a phrasal verb.

(28) a. A towel doesn't *rub* your hair as *dry* as a sheet.

b. *Mary and Jack *rub* as *along* as me and you.

In sentence (29) it is included a case of verb-verb construction. The second verb in these combinations is non-finite and can be either an infinitive or a participle:

(29) There will be an answer, *let it be*.

Finally, there is also a further variant of prepositional phrases which are verbs that take two prepositions and where, as a rule, at least one of the prepositional phrases can be omitted. With the omission of the phrases, part of the meaning is missed, but it does not change. Sentence number (30a) contains an example of these types of verbs, and (30b-c) show how the speaker can dispense with the prepositional phrases:

- (30) a. I heard him *talking to* Laura *about* his problems.
- b. I heard him *talking to* Laura.
- c. I heard him *talking about* his problems.

3. Teaching and learning phrasal verbs

I have already pointed out that the greatest difficulty with regard to phrasal verbs lies in their apparent arbitrariness, which adds an extra difficulty to their teaching. In my years as a student of English I have seen and studied a lot of phrasal verbs but only a very limited number of them have remained in my memory, and this is in part due to the way in which they are taught. It is true that there is not an exclusive rule that establishes how to learn phrasal verbs, but there are certain approaches that can help learners to acquire them and put them into practise. However, as is explained below, these methods do not appear in books and it is the teacher who should develop them in class. After the analysis of how phrasal verbs are presented in books and in other sources such as dictionaries or mobile applications, I refer to these helpful approaches.

3.1. Phrasal verb practise books

***Practise your Phrasal Verbs* (Heaton)**

This book is not intended for students of any specific level. It is divided into four parts: an introduction, three sections that deal with phrasal verbs in different ways, and an answer key for the activities proposed through the book. The introduction is very brief and presents the superficial appearance of phrasal verbs and the grammatical categories of their constituents. It also includes activities on phrasal verbs where students should identify these kinds of multiword verbs and be careful not to select verbs followed by ordinary prepositions. Heaton insists on the change in meaning that these verbs imply to help students to locate them.

The first of the three sections that work specifically with phrasal verbs is centred on the recognition of phrasal verbs, their collocation within sentences regarding their complements, and the behaviour of their particles with direct objects. The activities suggested in this part are varied. Most of them present a number of phrasal verbs within a box so that the students complete sentences according to either what they see in images or what they read in written fragments. Some others are questions that the students may answer with the corresponding phrasal verb, and there is another type which consists of arranging the words to form grammatically correct sentences.

Section two focuses on the particles of phrasal verbs, which are just a few in number. Every unit introduces only one or two particles and starts with an explanation of the notions they can express, from space concepts to more metaphorical meanings (Illustration 1). In the

exercises that work these contents, students have to complete dialogues, sentences describing images and substitute certain expressions by phrasal verbs. In my opinion, it is very useful that starting from what an image expresses or what a speaker wants to say in a conversation, the learner has to choose the particle. In some cases the verb is given, and the student has to choose the right particle to maintain the correct meaning in the situation. Success in these activities involves the knowledge of the wide connotations of particles, and this will help students to form new phrasal verbs and guess the meaning of others.

<i>off</i> = SEPARATED, DETACHED FROM I can't open the door now. Who <i>broke</i> the handle <i>off</i> ?			
<i>on</i> = ATTACHED TO, PART OF Can you <i>glue</i> the doll's hand <i>on</i> ?			
break sthg off	fall off	put sthg on	stay on
come off	pull sthg off	screw sthg on	stick sthg on
cut sthg off	take sthg off	sew sthg on	tie sthg on

<i>off</i> = DISCONNECT OR TURN SO THAT IT IS NOT WORKING Please <i>switch</i> the light <i>off</i> when you leave the room.	
<i>on</i> = CONNECT OR TURN SO THAT IT IS WORKING Who's <i>turned on</i> this tap?	

Illustration 1

The third of these sections begins with an introduction to phrasal-prepositional verbs as “three-word phrasal verbs” which is followed by seven units that focus on phrasal verbs within specific semantic contexts such as food, health, travelling or feelings. I consider that each of these units contains an excessive number of phrasal verbs for the amount and types of activities proposed. There are between eleven and eighteen phrasal verbs per topic and these are practised in either two or three activities, which follow the same design as those in the previous section.

With regard to the answer key, it is always useful, but when the exercises admit more than one correct answer, the student may feel conditioned by the “suggestions” given by the author and will probably not look for other possible and equally valid answers. One option to avoid this limitation would be either proposing more than one suggestion, or allotting more time to these exercises in class so that students can check whether their answers would be acceptable or not.

Despite the fact that Heaton provides examples of correct uses of phrasal verbs within sentences, makes students practise their collocation in relation to their complements, includes three revision units to reinforce the learning, focuses on the importance of the wide meaning of the particles, and deals with phrasal verbs in particular contexts, I still consider that there

are some details that may not assist the learning. For instance, Heaton uses a lot of images throughout the book from which students have to guess the meaning and choose a phrasal verb, but the pictures are not always clear, and although they get the phrasal verb right, the meaning they relate to it may be vague or incomplete. In Illustration 2, for example, the phrasal verbs *cut off* and *put through* have more than one meaning (one is more literal, the other more metaphorical) applicable to images 3 and 4, respectively.

2 What do you think the people in the pictures are saying? Match the sentences with the pictures.

A You're through now.
 B I think we've been cut off.
 C I'll have to hang up now.
 D That's the last time I'll ask to be put through to the manager.

Illustration 2

Moreover, it is possible that the choices in some exercises are made by chance, because in most cases, students have to use all the phrasal verbs proposed for the activity and if they do not know the meaning of one of them, they will leave it for the last blank. It is also a fault that some of the questions students have to answer using a phrasal verb already contain that phrasal verb in them, so they only have to write rather than think, because the solution is given (as in Illustration 3).

1 What about writing on the last page?	<u>You can write on it.</u>
2 How about crossing out our rough work?	_____
3 Should we copy out our answers?	_____
4 What should we do about rubbing out our mistakes?	_____
5 And crossing out any wrong words?	_____
6 And the same with a whole sentence?	_____
7 Can you tell us anything about bringing books into the room?	_____
8 What do you think about looking at our books in the exam?	_____

Illustration 3

Nelson Practise Book of Phrasal Verbs (Walker)

As is stated in the introduction of this book, the *Nelson Practise Book of Phrasal Verbs* is destined for intermediate students. According to Walker, the system by which phrasal verbs are presented is clear and makes them easy for students to remember (iv), but I disagree with this statement. The book is divided into five parts: an introduction, units, further practise, and an index with all the phrasal verbs that appear in the book (200), and an answer key. There are sixty units which follow the same methodology. All of them start with a text in which there are from six to eight phrasal verbs highlighted in bold. Then, these are described in terms of their use and collocation with objects, and explained either through examples of usage or in relation to what they mean in the text.

There is no diversity in the activities proposed for each unit, since there are always two exercises which follow the same pattern: in the first one, students have to complete sentences, and in the second one, they have to answer some questions (Illustration 4). Needless to say, this system is monotonous and students will find it boring. In addition, I am not sure whether it is really useful for learning, since it is almost impossible to make mistakes due to the typology of the activities and to their limited variety, and if learners do not commit mistakes when doing the exercises, they may think that already know the phrasal verbs.

Exercise A

Complete these sentences:

- 1 The car as it entered the town.
- 2 She arranged by telephone to . . . the tickets . . . at the theatre.
- 3 We'll have to get some more petrol. We've
- 4 'Is George there?' 'Hold on. I'll go and see if he'
- 5 All this running up and down stairs is beginning to . . . me
- 6 I'll get the car and . . . you . . . at the station.
- 7 I've inspiration. Can you think of anything we can do?
- 8 The actress . . . herself . . . to look twenty years younger.

Exercise B

Answer these questions:

- 1 When is the best time to telephone someone?
- 2 Name three things that tire you out.
- 3 Have you ever run out of time in an examination?
- 4 When does a car slow down?
- 5 How would you feel after running a marathon?
- 6 Name three professions in which people make themselves up.
- 7 What would you pick up at a railway depot?
- 8 Do you slow down at weekends?

Illustration 4

In the "Further Practise" section, Walker suggests students combine pairs of phrasal verbs in one sentence. They should do this with one hundred pairs of phrasal verbs, so, again, it is monotonous. What I find most interesting about this exercise, is that students have to think of the context of usage for the given phrasal verbs and practise their collocation in a sentence. Nevertheless, diversity of activities is lacking and the meanings of the phrasal verbs are limited to their uses in the texts.

Making Sense of Phrasal Verbs (Shovel)

This manual of phrasal verbs is designed for intermediate students of English as a second or foreign language. It is divided into an introduction, twenty units, and a reference section. In the introduction, Shovel asserts that in his book he presents “a selection of the most useful and frequently used phrasal verbs” (4), but as it was published in 1992, it is obvious that some of the choices in this selection may now be considered old-fashioned.

Each unit introduces six phrasal verbs, and each of these in turn is accompanied by one or two cartoons which depict its meaning. Students are asked to answer some questions about the pictures, give a description of what they see in the images and paraphrase the phrasal verbs (Illustration 5). This occurs with every phrasal verb, and then learners have to do a series of exercises (from five to seven) which basically consist of completing sentences with phrasal verbs, filling gaps with prepositions, replacing object pronouns by noun phrases and vice versa, changing sentences into the passive voice, and answering questions. The phrasal verbs that students have to use in their answers are placed right next to the questions, which reduces the difficulty of the activity and does not allow students to use their knowledge.

mistake for

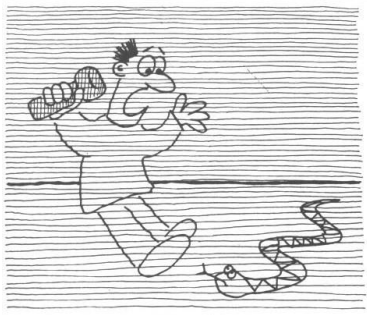
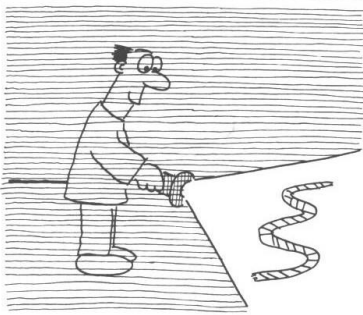
	
<p>What time of the day do you think it is? What is the man holding? Is it switched on? What does he think he can see? Does he look happy?</p>	<p>Is the torch switched on now? Can he see a snake or a piece of rope? Does he look frightened? Look at picture one and make a sentence describing how the man confused the piece of rope and the snake. Think of another way of saying mistake for. Now turn to page 93 to check your answer.</p>

Illustration 5

The “Reference Section” of this book organises alphabetically the one hundred and twenty phrasal verbs presented throughout the units. Shovel gives a brief definition for each of them and uses these multi-word verbs in sentences that include enough background for their understanding. In addition, in some cases he adds a word or list of words which are usually used with a specific phrasal verb.

Some of the problems I have found in this book are that the phrasal verbs introduced in each unit do not always share either a context or the particle, but seem to have been chosen without judgment. On the other hand, the activities are repetitive and in most instances limit the active participation of the student, not only because sometimes they are given part of the answer (as in Illustration 6), but also because in the exercises where they have to complete sentences they can guess the missing part randomly since they have to use all the phrasal verbs previously proposed.

Use the verbs in brackets to reply to the following.

EXAMPLE I don't know how to spell that word. (look up)

POSSIBLE REPLY Why don't you **look it up** in your dictionary.

- 1 The salesmen in your store are very rude. What are you going to do about my complaint? (look into)
- 2 How can I get John's telephone number? (look up)
- 3 What are you doing under the table? (look for)
- 4 Will you sign this document now? (look over)
- 5 What did you do in town today? (look round)
- 6 Do you know who that man is? (find out)

Illustration 6

English Phrasal Verbs in Use. Intermediate (McCarthy, and O'Dell)

This is a vocabulary book for intermediate level learners and above. It is divided into five sections: acknowledgments, where it is stated that many qualified people from Cambridge University Press have contributed to this publication (e.g. lexicographers, reviewers, teachers, students); an introduction, which explains how to use the book and gives guidance for students on extra materials that may complement the learning of phrasal verbs (e.g. dictionaries); seventy two-page units grouped in eight sections which are described below; an answer key; and a mini dictionary of the phrasal verbs that appear in the book.

The first of the eight sections into which the units are divided focuses on the basics of phrasal verbs: what they are, how their grammar works, which are the most common verbs that form part of phrasal verbs, which senses particles can convey, the multiplicity of meanings that a phrasal verb can have, the existence of more literal and more metaphorical combinations, and the fact that they are typical of spoken English or informal writing and have one-word counterparts that are more appropriate for use in a more formal style. These contents are not just presented but also put into practise in a series of varied exercises which I considered appropriate to launch phrasal verbs.

The next section is centred on seven of the verbs that can compose a phrasal verb: *come, get, go, look, make, put* and *take*. In my opinion, this is one of the mistakes most

authors make in their publications, since, although a group of phrasal verbs share the same lexical verb, their meanings are so different that their comparison should be avoided. This method creates confusion in students of English, because they cannot easily understand how the sense of a verb can vary so much depending on its combination with a simple particle. Thus, I prefer the system of the following section, which focuses on the particles of phrasal verbs. Each of these particles can also have more than one meaning, depending on the verb they accompany, or even on the context, but their multiple senses develop from the most literal one. Hence, the knowledge of the range of abstract notions implied by a particle may help students to comprehend better how these verbs construe their meanings, to guess the connotations of a phrasal verb through its particle, and to create new phrasal verbs.

Sections four and five introduce phrasal verbs according to concepts (e.g. time, location, change) and functions (e.g. describing people, solving problems, disagreeing) respectively, and the remaining ones present them gathered together in different topics (e.g. money, studies, feelings, weather, crime). I think this is a good way of working with phrasal verbs because students will associate them either with a purpose or with a context and will probably remember more than one per unit, which may not happen with the units that focus on the lexical verb.

The style of the units always follows the same pattern. The left-hand page explains the phrasal verbs that are introduced in the unit by giving explanations of their meanings, examples of them in use, and sometimes, special notes about their usage. On the other hand, the page on the right gives a series of exercises that practise the material just presented. In this case, the variety of activities is richer than in the previous books analysed. Apart from completing sentences, replacing simple expressions by phrasal verbs, putting words in order, and answering questions, students are asked to explain the differences in meaning between pairs of sentences which contain similar phrasal verbs, rewrite sentences in different registers, correcting mistakes in the use of phrasal verbs in texts, and writing sentences about what they see in pictures. It is interesting that there are a lot of dialogues that students have to complete with phrasal verbs, and these could be practised and performed orally in class. Moreover, there are some entertaining activities, such as crosswords (Illustration 7) or exercises where you have to find the extra word in each line, that break with the traditional monotony I have been criticising throughout the analysis of the activities in these books.

26.3 Complete the word puzzle.

Across

- 1 change from one thing to another (noun)
- 2 We can't change it; we're with it.
- 3 I'm angry, but I'll over it.
- 4 The scandal will over after a few months.

Down

- 5 The firm will in a new pension scheme.
- 6 I'm not sure how the situation will out.
- 7 I think I'll up soccer and start playing golf instead.
- 8 I had an injection at the dentist's and it hasn't off yet, so I can't eat properly.

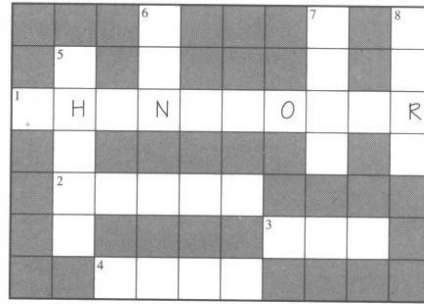


Illustration 7

Another important difference between this book and the previous ones is the inclusion of “Tip” and “Follow up” boxes in some units. The first type of boxes gives advice to students on how to learn phrasal verbs (Illustration 8), while the second suggests extra sources to study phrasal verbs and propose writing exercises (Illustration 9). In addition, there are activities intended for the guessing of the meaning of phrasal verbs from the context, which I find very useful because they put into practise the students’ ability to construe meanings and can be extended to the learning of other words and expressions. However, there are still some things that could be improved, such as the introduction of an excessive number of phrasal verbs per unit, the lack of revision sections, or the fact that the blanks in sentences which students have to complete with a phrasal verb coincide with the number of phrasal verbs proposed for the activity, whereby students may guess the correct answer by a process of elimination.

TIP It is often a good idea to learn a group of phrasal verbs connected together into a story, like the review in A above. Make up your own stories for verbs you have written down in your vocabulary notebook.

Illustration 8

FOLLOW UP Write a paragraph about the weather you have experienced recently. Use as many as possible of the words presented on the opposite page.

Illustration 9

3.2. Traditional class books

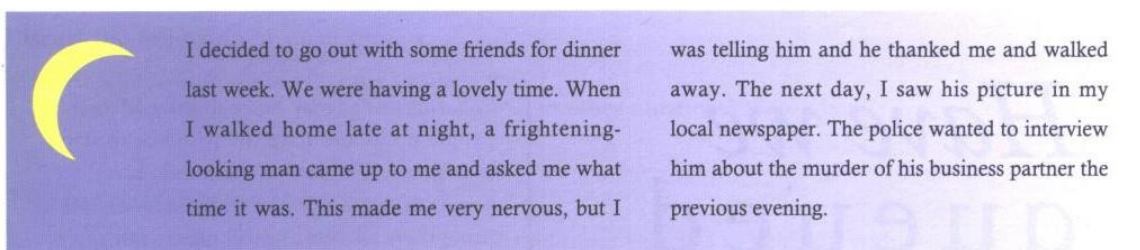
Because these books are not only centred on phrasal verbs, their presence is not as overwhelming as in the previous ones. Nonetheless, as phrasal verbs are part of the English language, they have to appear in the contents of these books in one way or another, and as is

shown below, the level of the books determines their presence to a greater or lesser extent. I have decided not to comment on the general structure of these books because I would have to mention aspects of language that do not fit in this paper. Thus, I have just made reference to the parts where phrasal verbs are introduced.

True to Life Intermediate Class Book: English for Adult Learners (Gairns et al.)

Within this book, which is intended for intermediate level students, there are only two specific mentions of phrasal verbs in the course overview: they appear as part of the vocabulary section of Units 6 and 10. Unit 6 begins with a set of images where there are people developing actions and students have to describe what they are doing. They need to use a series of verbs and phrasal verbs included in a box on a different page, and this is helpful for students because they first have to think about how to say what they see and then, by checking the other page, will learn a phrasal verb that expresses the meaning they have in mind. There is an important aspect in this book which did not appear in the others, and this is that students are encouraged to practise phrasal verbs with their partners, some of the activities being accompanied by recordings, which contributes to the practise of the phonetic features of phrasal verbs (e.g. stress on the particle). The exercises on phrasal verbs focus on their collocation with specific nouns, their grammatical characteristics, their use in an everyday context (because these phrasal verbs are used to describe everyday activities), and include the writing of a paragraph about an everyday activity in which learners have to use the phrasal verbs introduced in the unit. The rest of the activities in this unit concentrate on other aspects of language but still introduce phrasal verbs. These are not highlighted in the exercises as an independent content but are still learned by the students in an indirect way. For instance, the text in Illustration 10 includes phrasal verbs such as *come up* or *walk away*, although it is intended for working with tenses.

4 Correct any tense mistakes in this story and compare with a partner.



I decided to go out with some friends for dinner last week. We were having a lovely time. When I walked home late at night, a frightening-looking man came up to me and asked me what time it was. This made me very nervous, but I was telling him and he thanked me and walked away. The next day, I saw his picture in my local newspaper. The police wanted to interview him about the murder of his business partner the previous evening.

Illustration 10

Unit 10 introduces phrasal verbs related to phone calls. Thus, at the same time as students work on an aspect of communication, they are learning phrasal verbs in an easy way. As in Unit 6, there are listening activities, others that imply the participation of a partner, and more traditional exercises that ask learners to write sentences or answer questions. In addition, in this case there are also other tasks that do not focus on phrasal verbs but which use them either in their formulations or include them in a text aiming at a different aspect of language. There are other phrasal verbs introduced throughout the whole book in the same way as in these activities and, although there is not a special emphasis on them, they are useful for students to learn phrasal verbs almost unconsciously.

This book includes in every unit a “review and development” section that deals with the subject matter presented in the two preceding units, which contributes to reinforcing the contents that have already been learned. There is also a “grammar reference” at the end which includes a brief definition of phrasal verbs and some grammatical considerations, such as the fact that they can be transitive or intransitive, or that when the object is a pronoun it must go between verb and particle. Personally, I find the activities in this book very appropriate and helpful, because students assimilate phrasal verbs (among other aspects of language) mainly through communicative activities, and this facilitates the process of learning. In my opinion, learning phrasal verbs in use is one of the best options for students to become familiar with them and to start to feel comfortable using them. However, the presence of a teacher is almost essential to perform this type of activities correctly, because students need someone to point out their errors so that they do not commit the same mistakes in the future.

***Face2face* (Redston, and Cunningham)**

In order to get an idea of the progressive introduction of phrasal verbs to intermediate students of English, I have decided to make use of the full range of books that this *Face2face* series has published within intermediate level, which includes pre-intermediate, intermediate and upper intermediate. As in the *True to Life* intermediate class book, there are no large parts that focus specifically on phrasal verbs. However, some of them are mentioned on the contents pages and their presence increases according to the level of the book.

On the one hand, on the contents pages of the pre-intermediate book, there is only one specific mention of phrasal verbs in the vocabulary section towards the end of the book, in Unit 9. First of all, before the formal presentation of phrasal verbs in this unit, students have to talk about their neighbours in groups and then answer some questions about a text on that

topic which includes a series of phrasal verbs in bold (e.g. *move in*, *go away*, *put up with*). In the next activity, they are asked to match the phrasal verbs from the text to their corresponding meanings, so they have to guess the meaning from the context, which is a good starting point. Immediately after this activity, students are introduced to the superficial features of phrasal verbs and to the way in which they construe their meanings. This unit also deals with the stress on the particle of these combinations and ends with a speaking activity in which learners must put phrasal verbs into practise. In the same way as in the previous book analysed, there appear other phrasal verbs related to specific topics in the remaining units of this one, but they are not very numerous (Illustration 11 is an example from Unit 5).

2 a) Match the verbs in A to the words/phrases in B. Check in **V5.1** 142.

A look after build recognise	B someone's face old people cars
take over look like move around	someone easily the world
do feed clean	the carpets the cat the housework

Illustration 11

On the other hand, on the contents pages of the student's book for intermediate learners there is clearly an increase with regard to the interest in phrasal verbs. There are three specific sections of phrasal verbs: the first one almost at the beginning of the book (Unit 3), the second one in the middle (Unit 5), and the last one towards the end (Unit 10). Phrasal verbs are introduced at the beginning of Unit 3, in an activity where students have to guess their meanings based on the context of the questions they are inserted in. There are phrasal verbs such as *set off*, *see off*, *pick up* or *bring back*. Once they know what these phrasal verbs mean, students will have to answer the questions interacting with a partner, an activity the teacher could take advantage of to mention the stress features of phrasal verbs. The rest of the exercises in the unit work more indirectly with these phrasal verbs because they are centred on aspects of grammar and vocabulary about travelling, which also include some phrasal verbs (Illustration 12).

Vocabulary Phrases with *travel*, *get* and *go on*

- 1 Work in pairs. Put these words/phrases into groups 1–3. Then check in **V3.2** p133.

~~on your own~~ ~~into/out of a car~~ ~~a trip~~ back from somewhere
a guided tour independently a journey first/economy class
a cruise here/there by (10.30) separately/together light
on/off a bus/plane a package holiday a taxi home/to work

- 1 travel *on your own*
- 2 get *into/out of a car*
- 3 go on *a trip*

Illustration 12

Units 5 and 10 maintain some similarities with the system of Unit 3, but in these cases phrasal verbs are presented in bold type within texts. There is only one specific activity for them in each unit and, like those in Unit 3, both centre on the meanings of phrasal verbs. After completing a series of exercises about the content of the texts, in Unit 5 students are faced with an activity which consists of guessing the meaning of the phrasal verbs from the context, and in Unit 10, they are given the definitions to which they have to match the phrasal verbs. Apart from these specific sections on this type of multi-word verbs, there is a subsection in Unit 12 named “phrases with get” which include a few phrasal verbs (e.g. *get around*, *get rid of* or *get back*) that are not categorised as such but whose practise is well developed because there are three main senses attached to *get* which will help students decipher the meanings of new phrasal verbs. As in the previous books, there are more phrasal verbs in the remaining vocabulary sections of the book.

Finally, in the upper intermediate level book, although there are just two sections centred on phrasal verbs according to the contents pages, their presence is greater throughout the whole book as a part of units that focus specifically in other aspects of language (mainly vocabulary in context). Most of the phrasal verbs that appear in these units have already been introduced in the previous levels of the *Face2face* English course. The sections on phrasal verbs are in Units 4 and 8. In the former one, the activity on phrasal verbs is identical to that in Unit 3 in the intermediate level book (questions), although in this case the verbs used are related to the topic of ‘urban legends’ (e.g. *run over*, *knock out*, *come round*). On the contrary, the activity on phrasal verbs in Unit 8 deals with their collocation regarding particular words and expressions within the context of ‘money’, where students have to choose the options that cannot go with the phrasal verbs in bold. It is interesting that most of the expressions that appear with phrasal verbs in this unit are typical of an informal register, but in the “language

summary” section at the end of the book, authors make reference to that and give a set of options that should be used in more formal situations (Illustration 13).

TIPS! • ~~We can also say be in debt. Mark's~~
~~embles with money – he's always in debt.~~
• In more formal situations we often use *withdraw money* (= take money out of your account) and *deposit money* (= put money into your account): *I'd like to withdraw £100 and I'd also like to deposit this cheque.*

Illustration 13

All things considered, one can notice that these books are more centred in the meaning of phrasal verbs than on their grammatical features or on their differences from prepositional verbs, which also have specific sections in them. This special focus on the meanings makes sense because they are part of the vocabulary of the English language and construe meaning in a special way. However, it would be useful for students to have information about how they could guess the meanings of new phrasal verbs, considering the particles, or how they behave with object pronouns and noun phrases (which is only mentioned in the “language summary” section corresponding to Unit 10 in the intermediate level book). In addition, although these books do not only work with phrasal verbs, the variety of the activities that deal with them should be greater, because there are more productive ways of learning them than only guessing their meanings from a context. Through this analysis, it is clear that phrasal verbs are introduced very briefly to pre-intermediate students and that their presence increases in higher levels because they are not easy to learn and need special treatment.

Destination B2: Grammar and Vocabulary (Mann, and Taylore-Knowles)

As stated in the title, this book is intended for students preparing to take any examination at B2 level in the Council of Europe’s Common European Framework. This book has twenty-eight units, which alternate grammatical and lexical contents. Each grammar unit uses the vocabulary of the following one as a context for presentation and text based exercises. Likewise, the grammar focus of the units that precede the vocabulary ones is consolidated in the latter. Interestingly, every single vocabulary unit includes a section on phrasal verbs, and this demonstrates the importance of the knowledge of these verbs when studying high levels of English. Moreover, there is a phrasal verbs database at the end of the book which includes definitions and example sentences as additional material (Illustration 14 is a fragment from this section).

set up	start (a business, organisation, etc): <i>You're such a good cook that I think you should set up a restaurant.</i>
settle down	become calm after being upset, etc: <i>When his mum left him at school on the first day, Charlie was quite upset, but he soon settled down and started to enjoy himself.</i>
settle down	stay in one place or get married and live quietly: <i>She spent her twenties travelling round the world and then settled down in a quiet village in Sussex.</i>
show (a)round	take sb on a tour of a place: <i>Let me show you round the garden.</i>
show off	try to attract people's attention and make them admire you (usually used negatively): <i>My sister thinks she's a good singer and she's always showing off when people come to visit.</i>
slow down	decrease speed: <i>The train started to slow down as it approached the station.</i>
speed up	increase speed: <i>I realised that I might not have enough time to finish the exam so I started to speed up.</i>

Illustration 14

Phrasal verbs are introduced in a box with brief definitions, so students do not have to guess or think about their meanings, which would be a good exercise (although not in every unit). The activities proposed follow more or less the same pattern throughout the book: choosing the correct answer, completing sentences, circling the correct word, finding the extra word in a line, replacing a word or expression by a phrasal verb, and so on. In my opinion, this system is too practical and systematic, because students work with different contents in the same way and there should be more fun and lighthearted activities. The lack of this type of activities may be due to the fact that, as stated in the introduction, the authors decided to include examples of the exercises found in all main B2 level exams, but they could have considered presenting the contents in a different way instead of using lists of words and expressions with definitions.

I would also like to comment on the fact there are no speaking, listening or writing activities, but just traditional exercises, and that the number of phrasal verbs per unit is excessive (from thirteen to fifteen). Apart from these small details, and the fact that there are no specific allusions to the grammatical behaviour of phrasal verbs, I think the book is suitable for its purpose, which is preparing students for specific level examinations. Thus, authors have made a publication which is centred on the lexical and grammatical contents that will be tested in the exams above mentioned. Notwithstanding, one of the problems with preparing students for an exam is that the knowledge they acquire tends to be lost soon afterwards, so the teaching ends up being incomplete.

3.3. Additional material when learning phrasal verbs

Besides class books, books specialised in phrasal verbs, and the work of the teacher, which will be considered in Paragraph 3.4, there are other sources that students can use to enhance and expand their knowledge of phrasal verbs. I have decided to focus on dictionaries, because they have always been a basic instrument of learning, and also on one of the most up to date tools: mobile applications.

3.3.1. Dictionaries of phrasal verbs

The dictionaries of phrasal verbs I have consulted for this work are the *Cambridge International Dictionary of Phrasal Verbs (CIDPV)*, the *Longman Phrasal Verbs Dictionary (LPVD)*, the *Oxford Dictionary of Phrasal Verbs (ODPV)* and the *Collins Cobuild Dictionary of Phrasal Verbs (CCDPV)*. There is a fifth dictionary I also refer to at the end of this subsection, the *Macmillan Phrasal Verbs Plus (MPVP)*, but as I could not access it as a paper book I cannot compare it properly with the others mentioned. Therefore, I have decided to use an article published by its editor, Michael Rundell, to comment on it, because I think it shows an innovative perspective on phrasal verbs.

To begin with, the first dictionaries presented follow almost the same pattern in the way they organise and explain phrasal verbs. Except in *CIDPV*, the main entries in these dictionaries are lexical verbs, and it is within them that the phrasal verbs are included. On the contrary, in *CIDPV* one should look the phrasal verb up directly, which does not make a big difference regarding the other publications, because in all cases the combinations are organised alphabetically so that in the end they occupy the same position. Within each entry, all dictionaries include allusions to the register in which a phrasal verb is normally used (e.g. formal, informal), and also regional labels (not in *ODPV*) that inform about whether a phrasal verb is found mainly in American or in British English (Australian English is also included in *CIDPV*). Other features shared by most of these dictionaries are the addition of past tense, participle and present participle forms next to the main verb (in *CIDPV*, *LPVD* and *CCDPV*), which are very useful especially for students at lower levels, and the presence of an introduction where it is explained what a phrasal verb is and how they construe their meanings among other general characteristics².

² See Appendix A for examples of entries in each dictionary.

ODPV and *CCDPV* contain, in my opinion, the basic necessities for a student who looks a phrasal verb up in a dictionary: a definition, some examples of its use in sentences, indications about how it behaves with either noun phrases or pronoun objects when it is transitive, and specifications on whether the particle is a preposition or an adverb. These include a series of indices and additional information on different topics at the end. For instance, *CCDPV* has an index of particles in which the common meanings that particles contribute to phrasal verbs are explained (Illustration 15). This focus on particles is very useful for learners to understand the meaning of many new phrasal verb combinations, as has been said before. On the other hand, the indices in *ODPV* are more centred on words that are used in headphrases and on nominalised forms of phrasal verbs, which would be better included together with their corresponding phrasal verbs in the body of the dictionary, as *CIDPV* and *LPVD* do.

back is an adverb. It occurs in 83 phrasal verbs in this dictionary.

1 Returning and movement backwards
Back is used in literal combinations with verbs of movement to say that someone or something returns to a place that they were in before. For example, when you **start back**, you start travelling in the direction that you came from, and if something **blows back**, the wind moves it in the direction that it was coming from.

Back is also used literally to indicate a backwards movement. For example, if you **draw back**, you move away from something because you are frightened and if you **push something back**, you move it backwards.

2 Position
 You use **back** in combinations indicating a position at a distance from a central point or from a place where something is happening. For example, if an army **falls back**, it retreats and if you **tie back** your hair, you tie it so that it is away from your face. This use of **back** is extended in combinations which express ideas of separating yourself from something that is happening when you are unwilling to get involved. For example, if you **stand back** while something is happening, you do not become involved in it.

drop back	hang back	pull back	sit back	stay back
fall back	hold back 4	set back 2	stand back	tie back

3 Time
 You use **back** in combinations which have the meaning of belonging to the past or thinking about the past. For example, if something **carries you back**, it makes you think about something in the past.

bring back	cast back	flash back	hark back to	take back
carry back	date back	go back	look back	think back

Illustration 15

Even though nobody would necessarily expect to find more information in a dictionary of phrasal verbs, *CIDPV* and *LPVD* go further. Apart from all the contents that the previous dictionaries include, these two highlight those phrasal verbs that are most commonly used: *LPVD* with a star and *CIDPV* by shading their definitions. They also focus more specifically on syntactic patterns and on the form of the verb that usually goes with them (e.g. passive, progressive), and introduce fixed expressions, when available, within the entries.

Furthermore, *LPVD* provides verbs and phrasal verbs which are similar in meaning to the one in the entry (also in *CCDPV*), others whose meaning is the opposite, and marks in

bold the prepositions used with particular phrasal verbs. This dictionary also has a section in the middle entitled “Phrasal verb activator”, which includes sixteen diagrams based on different topic areas (e.g. clothes, weather, problems). A series of meanings, which can be expressed within that given context, branch out from these themes, and these meanings include a short list of phrasal verbs used to talk about them (see Appendix B).

Something similar can be found in the “theme panels” towards the end of *CIDPV*. In this case there are not diagrams, but phrasal verbs included in bold within a text where their meaning is conveyed. Then, there are some general notions about the topic (e.g. “bad weather” or “weather improving” within the theme of “weather”) and, as in *LPVD*, a short list of phrasal verbs related to them (Appendix B). This “theme panels” section is followed by exercises on phrasal verbs, something the other dictionaries lacked. Notwithstanding, although the lack of the practise section would not be striking in a dictionary, I think that the types of activities are entertaining and could be seen as enjoyable and fruitful pastimes. An example of these can be seen in Illustration 16.

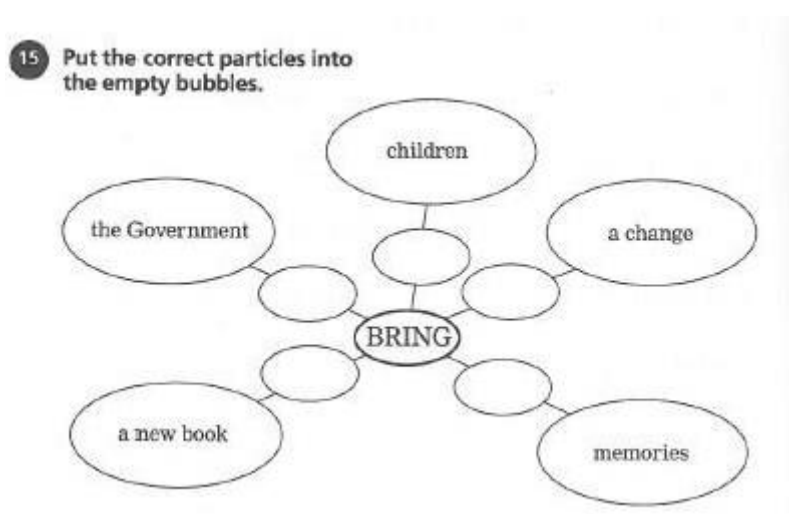


Illustration 16

A different perspective is presented in *MPVP*. Rundell, the editor, stresses the importance of knowing the broad semantic features associated with particles in phrasal verbs, but not as they appear in indices of particles like the one in *CCDPV* (example in Illustration 15), because “they describe but do not explain” and students have to memorise large meaning areas. Bearing in mind Seth Lindstromberg’s approach to the idiomatic aspect of English prepositions and the notion of “conceptual metaphor” provided by Lakoff and Johnson (qtd. in Rundell), Michael Rundell has developed a new system to learn phrasal verbs.

According to Lindstromberg, “most spatial prepositions are, in fact, exceedingly consistent in their semantics” and if the deficiencies in coursebooks, learners’ dictionaries and teachers were solved, foreign students would not be so confused about why English speakers use “one preposition rather than another which seems similar in meaning” (in his article entitled “(Sometimes) Against the grain”). This confusion with prepositions would not exist if students were taught that there are spatial prepositions general in meaning and others more specific (*ibid*). If they knew these meanings, learners would be able “to express and to nuance dozens of abstract meanings” (in “Against the grain”) via conceptual metaphor, through which speakers attach metaphorical notions to literal meanings.

Such ideas led Rundell to focus on the metaphorical meanings of the particles in phrasal verbs, because they greatly contribute to the understanding of the whole verb. Thus, *MPVP* explains how “a basic literal meaning can ramify to form a range of new, more abstract senses” through twelve diagrams for the most common particles used in phrasal verbs that are backed up by a series of examples for each of the notions identified (Appendix C).

All these complementary materials on phrasal verbs are particularly applicable to writing activities, where students get into difficulties regarding, for example, the lack of synonyms or register adaptation. Dictionaries are always useful, and students may prefer one to another according to their needs. In my opinion, *CIDPV* and *LPVD*, which are the most recent of the first four dictionaries analysed, are more comprehensive and practical for use in classroom activities. Nevertheless, I strongly believe that *MPVP* is indispensable for those interested in learning English as a foreign or second language. The figurative uses of spatial concepts take place in many languages, and knowing how to construe the abstract meanings of the particles would make it easier for students to learn phrasal verbs.

3.3.2. Mobile applications on phrasal verbs

Technology is nowadays part of everyday life. It is under permanent development and constantly adapting itself to new fields and knowledge areas; therefore, its use in the educational environment is not surprising. However, I think it is fascinating that a tool as entertaining as a mobile application can be used to practise one of the most dreaded items in the English language: phrasal verbs. Some of the advantages of these apps are that they are updated periodically and that a good amount of them are free. They practise phrasal verbs in different ways (e.g. from meanings to phrasal verbs, from phrasal verbs to meanings, from phrasal verbs to translations into another language), but all of them contribute to their learning.

The Phrasal Verbs Machine (Cambridge University Press)

This mobile application developed by CUP works with one hundred phrasal verbs, but focusing only on one of their meanings, which is sometimes the most common and some others a more obscure one. There is a main section named “Phrasal verbs view” where the user has to select a lexical verb and a particle and then press “view” so that the meaning of the phrasal verb is displayed as an animated illustration (Illustration 17).



Illustration 17

There are also English definitions of the phrasal verbs accompanied by example sentences and sometimes extra meanings (Illustration 18), and if a second language has been chosen in settings there are also translations and an example sentence in the language selected (Illustration 19). When direct objects are highlighted in clauses, they indicate that the phrasal verb is transitive, and if they appear in brackets, it is because the verb can be either transitive or intransitive.

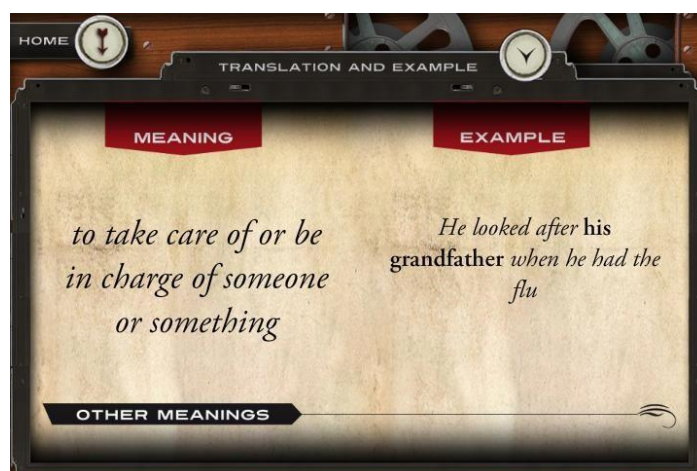


Illustration 18



Illustration 19

In another section, “Exercise”, users are shown the animated illustrations in “Phrasal verbs view” and have to choose, among five options, the phrasal verb they represent (as in Illustration 20). The fact that the illustrations are display randomly each time the app is used, allows users to reinforce what they have learned and go over previous errors to correct them.



Illustration 20

English Phrasal Verbs (Dreamob)

English Phrasal Verbs is essentially a dictionary of phrasal verbs with three thousand entries. Each entry includes a definition and an example sentence and gives the user the option of listening to the pronunciation of the phrasal verb (Illustration 21). Moreover, there is a “favourite list” to which users can add those phrasal verbs they are more interested in.

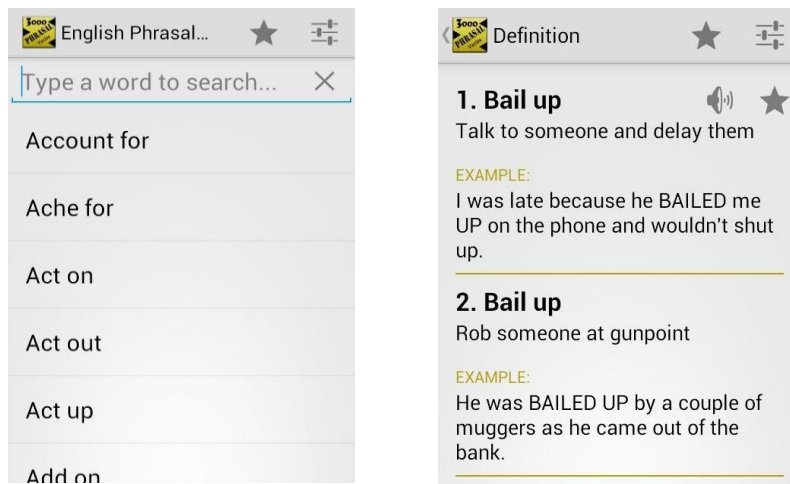


Illustration 21

Aprende los Phrasal Verbs (Desarrollo Droide)

This application is designed almost exclusively for Spanish learners of English because it uses Spanish to work with phrasal verbs. It is divided into three parts. The first one is intended for practising: users are given a phrasal verb and they have to choose the correct option between four Spanish translations (Illustration 22).

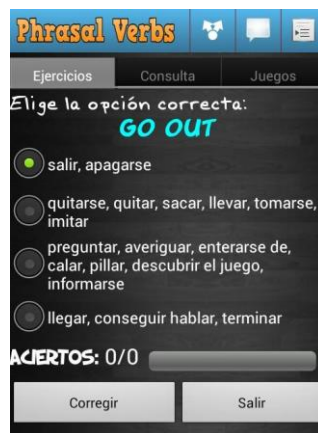


Illustration 22

In the second part, users can consult the meanings of the phrasal verbs used in the previous section described. These are listed alphabetically, and if users tap on one of them a new screen is displayed with its meaning in both English and Spanish, and example sentences in these two languages too (Illustration 23).



Illustration 23

The third of the sections is the classic hangman game, but in this case it deals only with phrasal verbs. You have to guess the correct phrasal verb from the Spanish translation given by the app (Illustration 24).



Illustration 24

Phrasal Verbs (Ruiz Alonso)

Ruiz Alonso has developed a simple app which includes quite a long list of phrasal verbs and two types of exercises to learn them. Each of the entries (see Illustration 25 as an example) includes the option of listening to the pronunciation of the phrasal verb, a brief definition and an example sentence. In addition, users can write and save their own comments about a phrasal verb in each entry, which is useful because they may add their own examples or meaning associations that will help them to remember a specific phrasal verb.

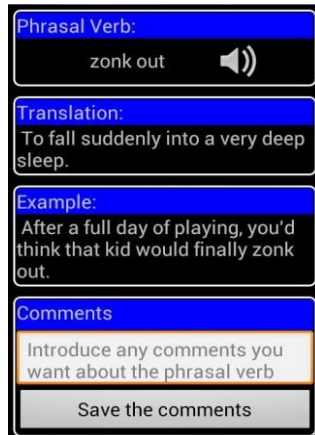


Illustration 25

Furthermore, this app provides two options to practise these phrasal verbs. One of them is through memory tests, where a list of five phrasal verbs is presented and users may tap on each of them to see their definition. Then, they have to press the “start” button and fill the blanks that are next to the definitions with the correct phrasal verb (Illustration 26).

live on	To survive solely by consuming a certain thing.	To survive solely by consuming a certain thing.	
tie up	To secure with rope, string, etc.	To secure with rope, string, etc.	
sober up	To become sober	To become sober	
explain away	To dismiss or minimize by explanation, especially with regard to problems.	To dismiss or minimize by explanation, especially with regard to problems.	
take in	To shorten (a garment) or make it smaller.	To shorten (a garment) or make it smaller.	
Start	Start	Correct	

Illustration 26

In the second option, association tests, users have to match the five phrasal verbs on the left with their corresponding definition on the right (Illustration 27).

Undo	
1. scarf down	a. To find by diligent search, especially from unsavory sources.
2. be against	b. To repress.
3. dredge up	c. be opposed to
Correct	

Illustration 27

Phrasal Verbs (Marandsoft)

This application gives users some advantages as to choosing the learning mode and the range of phrasal verbs they want to work with. There are three learning modes: the “loop mode”, which does not have any restrictions; the “time mode”, where users establish a period of time (from five to sixty minutes) to practise phrasal verbs; and the “amount mode”, which allows them to decide the number of phrasal verbs they want to deal with (from twenty-five to one hundred and fifty). They can also choose between practising all the phrasal verbs included in the application or only the most popular. Unlike the previous apps, this one does not include a list of phrasal verbs, but just multiple-choice questions where users have to select the correct phrasal verb according to a given definition.



Illustration 28

3.4. Phrasal verbs in use

Taking all these analyses of books on phrasal verbs, classbooks, dictionaries and mobile applications into account, one comes to the conclusion that, to a greater or lesser extent, all of them contain what is needed to learn phrasal verbs and complement each other, but students continue to have great difficulties with these multi-word verbs. In my opinion, this is due to the fact that books, by themselves, are not enough, and learners have to hear and use phrasal verbs as much as possible to become familiar with them. Among other options (e.g. watching films/television series in their original versions, having meetings with native speakers of English), this task can be perfectly carried out by a teacher.

English teachers are conscious of students' doubts concerning phrasal verbs, and sometimes, instead of looking for new strategies to teach these verbs, they take sides with

learners and spend their years of teaching reminding their pupils of the incongruence of phrasal verbs and handing them long lists with this type of vocabulary that must be memorised. However, there are also teachers that, because they know that learning phrasal verbs is not easy for students, try to encourage a new perspective in their classes. This is the case of Janet Bianchini, an Italian teacher of EFL who enjoys teaching phrasal verbs and wants her students to do the same while learning them.

Bianchini attempts to encourage her students not to be afraid of phrasal verbs and show off their knowledge of them “to stand out from the crowd”. Her method consists of presenting new ways of saying a series of questions that usually come up in class including phrasal verbs. For instance, when her students do not know the meaning of a word, instead of asking her the traditional “What’s the meaning of...?” they would say to a classmate: “Have you come across this word? Do you know what it means?” She applies this technique to different contexts and provides opportunities for practise.

Apart from creating playful Powerpoint presentations to introduce, review or recycle phrasal verbs (see Appendix D), Bianchini uses several electronic tools in her lessons “to make teaching and learning phrasal verbs fun”. These tools can be used either by teachers to prepare their classes, or by students as part of their homework and as a pastime. They do not necessarily work with phrasal verbs, since it is the user who creates the content, and it is this adaptability that makes them perfect. Some of them serve to create albums with pictures accompanied by sentences (e.g. Bookr), others can be used to design animations with dialogues that could be practised and performed in class (e.g. Go!Animate, Zimmer Twins), there is one which could be used to elaborate quizzes and test students (PhotoPeach), and another one for creating comic strips, a task students usually enjoy (see Illustration 29).



Illustration 29

If the great majority of teachers of EFL were more concerned about making students understand phrasal verbs, there would not be such deficient materials, because books are just books. They give information, resolve doubts, and are used to practise the knowledge we have acquired, but they do not teach. It is teachers' responsibility, and also our own, to make the learning of phrasal verbs easier, more entertaining and more productive, so that those worrying thoughts towards them can begin to fade away.

3.5. A suitable method to teach phrasal verbs

First of all, I would like to clarify that the suitable method I am trying to propose to teach and learn phrasal verbs is intended for what I call "real learning", which consists of acquiring progressively a level of language that will sound as natural as possible. This type of learning contrasts with preparing students for English level exams, which is completely different. In the first case, teachers and students are more committed to teaching and learning the second language because they want to use it in its context, whereas preparing students for exams implies a greater presence of books because they contain examples of exercises used in these exams and are the key to pass. However, these learning methods do not replace each other, on the contrary, they are usually combined.

It is important to learn phrasal verbs because they mark the difference between average and advanced speakers of English, whose language sounds more natural. Phrasal verbs have a bad reputation among students because they are asked to learn long lists containing these verbs without there being any apparent logical connection between them. But the truth is that they are logical, because their particles contain the main meaning (as shown in *MPVP*), and by focusing on them, instead of on the lexical verb, students will find it easier to unlock the meaning of thousands of phrasal verbs and start creating their own. In order to that, students need to be conscious of how English speakers usually talk about abstract things (e.g. intentions, feelings, attitudes), which is by expressing them as concrete objects (through conceptual metaphor), and then they will be able to apply these abstract notions to the spatial adverbs in phrasal verbs.

The fact that these multi-word verbs are typical of informal speech should not be regarded as a limitation within an academic context, otherwise they would not be taught. They have to be presented as part of the vocabulary and register varieties of the English language, and it would be advisable not to introduce more than ten phrasal verbs in one class. Moreover, a distinction between starter, intermediate and advanced learners needs to be made regarding

the specifications of multi-word verbs and the differences between them, since there are grammatical notions that students do not usually get until upper-intermediate/advanced levels. However, they should not be confused at any stage with the naming of these types of verbs: if a teacher gives to their pupils a list with phrasal verbs and prepositional verbs she ought to entitle that list as “multi-word verbs” or something similar if she does not want to specify the categories, but what she has to avoid is naming them only as phrasal verbs, because they are not.

In my opinion, a suitable method to teach phrasal verbs would include all the materials analysed in the previous paragraphs, because all of them contribute in different ways to their acquisition. Teachers would develop the most important role, which is making a selection of the most useful materials that are going to be used in class and teaching. They should always bear in mind particles and contexts of use so that students can make semantic associations between phrasal verbs, as well as using electronic sources to create her own materials for the class. Books and dictionaries, from which the teacher has already learned, would occupy the second position within a hierarchy. They contain all the necessary information about phrasal verbs and also practise sections where students can test their knowledge and improve it gradually. Other additional materials, such as the mobile apps commented on above, would be third in a scale of phrasal verb learning tools because it is the students’ decision whether to use them or not, and since there is no way of controlling their use, their employment cannot be evaluated. In diagram 1 I have tried to represent this hierarchy and also to show the cyclical path of phrasal verbs: once students get to know the logic of phrasal verbs, they create new ones which act as feedback.

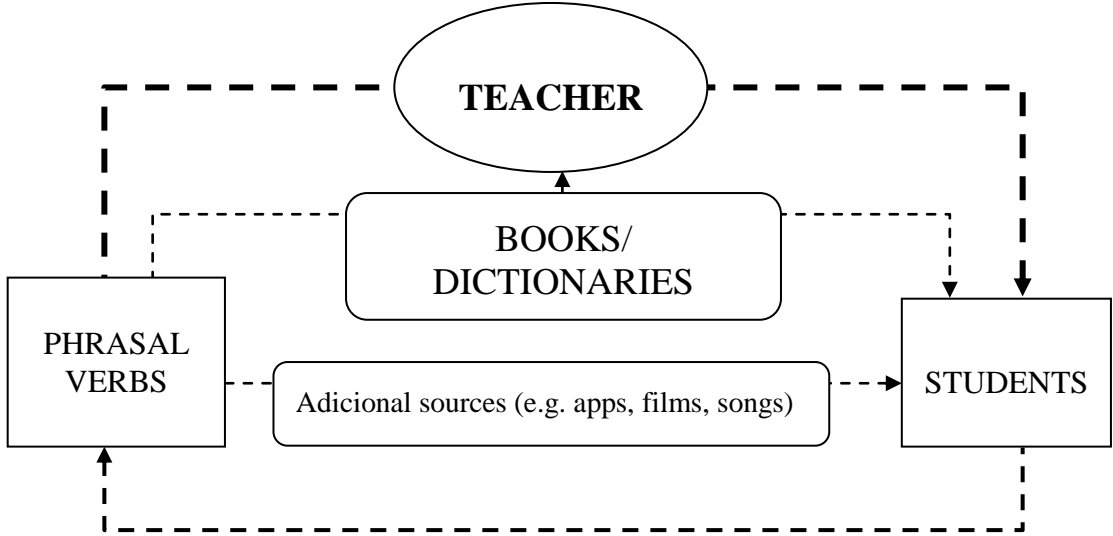


Diagram 1

4. Conclusions

There are several types of multi-word verbs which differ from one another based on, for instance, the grammatical category of their constituents or on the way in which they construe meaning. Those which tend to be more confused are transitive phrasal verbs and prepositional verbs, because their superficial features are very similar: they are formed by a lexical verb plus one particle, which is an adverbial in phrasal verbs, and a preposition in prepositional verbs. In addition, the independent meanings of the constituents of a prepositional verb are maintained, whereas in phrasal verbs, a new meaning is created. Some useful criteria to distinguish these two types of multi word verbs has been proposed by Quirk et al. and introduced in this paper through a series of examples. It would be useful for students of intermediate and higher levels to know these distinctions in order to avoid common syntactic mistakes regarding the collocation of the direct object, and also to be aware of the variety of meanings a same construction can have.

Prepositional verbs are easier to learn than phrasal verbs because their meanings are more literal and also because they are more commonly used in academic English, which is the variety of English taught to students. Thus, most prepositional verbs are learned unconsciously whereas phrasal verbs need a special treatment. This can be seen in the existence of phrasal verb practise books, which present different alternatives to work with them. However, the great majority of these books deal with phrasal verbs in an unsatisfactory way, whereas others are aimed at the preparation of students for different level exams. The knowledge acquired through these books tends to disappear quickly and this fact makes them useless.

The inclusion of phrasal verbs within classbooks is indispensable, although they are not introduced until intermediate levels. In this case, it is comprehensible that they receive the same attention than the rest of the contents included in the book, but these contents should be extended by the teacher. The use of additional materials on phrasal verbs, such as dictionaries, games or apps, is also advisable and will contribute to the students' self-learning. As dictionaries are mainly informative, and mobile applications are very basic, one cannot try to learn phrasal verbs just by using them, but they serve to clarify doubts and put knowledge into practise in an entertaining way, respectively.

Phrasal verbs have always posed a serious problem for students of English either as a second or foreign language. Sometimes teachers contribute to that in different ways. On the

one hand, they tend to mix them with prepositional verbs in lists of what they call “phrasal verbs” that have to be memorised by their students, and, on the other hand, they usually discourage their learners by asserting that there is no logic in them, and therefore no easy way to learn them. It has been shown that there are different methods to approach phrasal verbs efficiently even through entertaining activities that facilitate their understanding.

Introducing a small selection of phrasal verbs in each class, focusing more on particles than on verbs, working with a great variety of activities, or encouraging students to use them in class as part of everyday questions, are some of the improvements that can be made to learn phrasal verbs in class. These explanations and exercises need to be supported by additional materials, such as dictionaries and mobile applications, which should be recommended by the teacher. Students also need to take responsibility, move away from prejudices, and start thinking of the advantages and breadth that phrasal verbs will provide to their language.

APPENDIX A

Examples of entries in the dictionaries analysed for the phrasal verbs *cop out* and *cop off*.

- Cambridge International Dictionary of Phrasal Verbs

cop out *cops, copping, copped*
cop out *informal*
to avoid doing something that you should do or that you have promised to do because you are frightened, shy, or you think it is too difficult • *I was meant to be going bungee jumping with Mark, but I copped out at the last minute.*
cop-out *n [C] informal* • *Saying it's a problem of money is a complete cop-out really.*

- Collins Cobuild Dictionary of Phrasal Verbs

cop, cops, copping, copped
cop out. If you **cop out** of doing something, you avoid doing it because you are afraid or embarrassed about it; an informal expression used showing disapproval. *☞ My friend and I simply copped out of the plan altogether... You're the one that's copping out, not me.*
• **Duck out** means almost the same as **cop out**. *☞ If you say that something is a cop-out, you think that someone is not doing what they should do; an informal word used showing disapproval. ☞ Such international co-operation is often merely a cop-out.*

- Longman Phrasal Verbs Dictionary

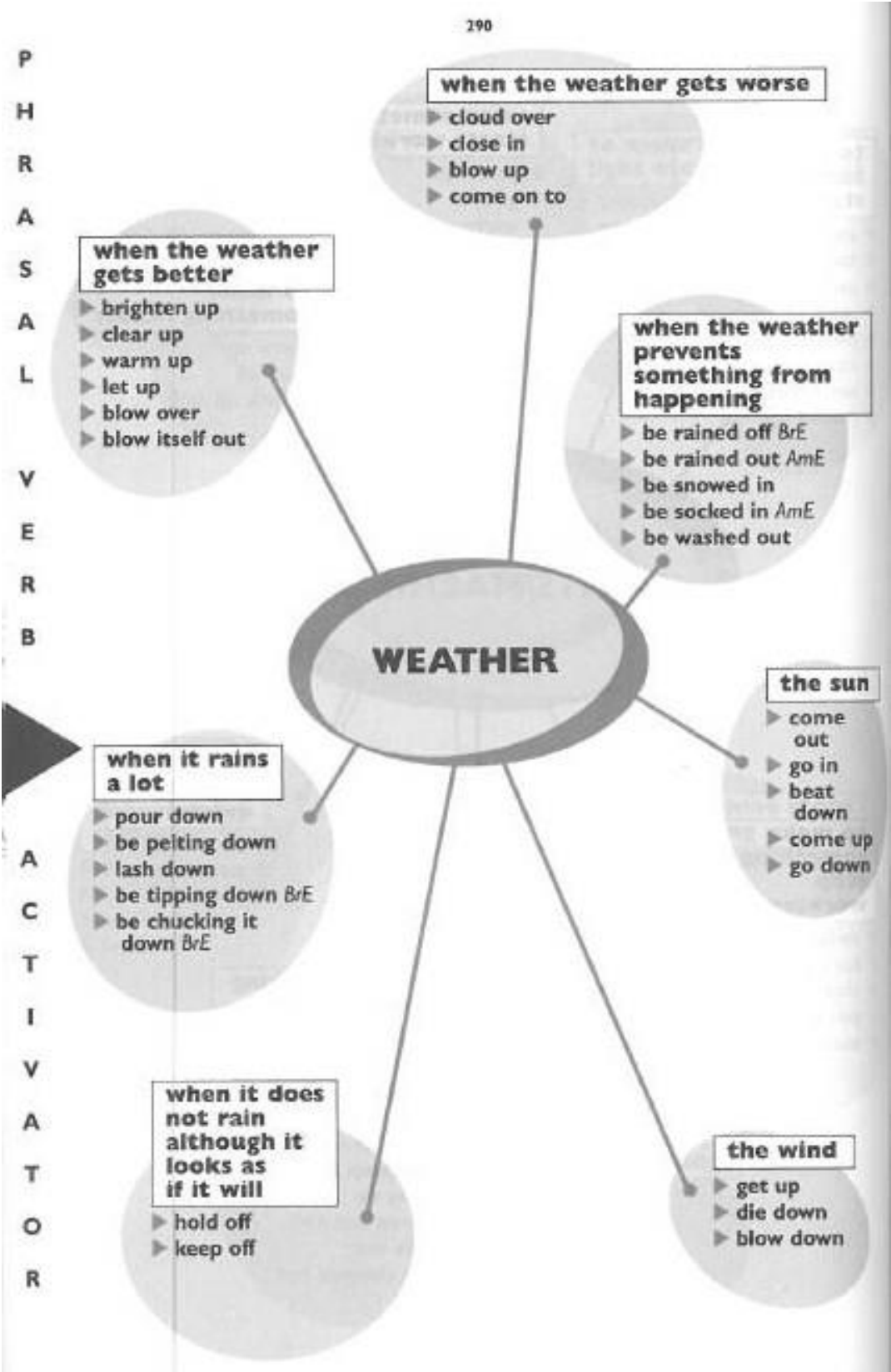
cop out
cop out
informal to avoid doing something that you should do or said you would do, because you think that it will be too difficult or you are too afraid: *We took a tent with us, but then copped out when it started raining and stayed in a hotel.*
• *of He said that he wasn't going to cop out of making tough decisions.*
• **SIMILAR TO: duck out**
cop-out *n [SINGULAR]*
informal a way for someone to avoid doing something difficult or something that they should do – used to show disapproval: *The government lost its nerve, and in the end the bill was just a cop-out. | The film raises interesting questions, but the sentimental ending is a complete cop-out.*

- Oxford Dictionary of Phrasal Verbs

cop
cop out/out of [*Vp* *nom*, *Vp*] (*informal*) withdraw (from sth) or fail to act (in sth), through timidity, cowardice etc: *I wanted him to take our complaint to the Managing Director, but he copped out, just as I feared he would.* • *Getting married in church when they've been life-long atheists is a bit of a cop-out, isn't it?*

APPENDIX B

Example of the “Phrasal verb activator” section in LPVD:



Weather

It had been cold and wet all week but I'd heard on the forecast that it was going to **warm up** and I eventually managed to persuade the others to come for a walk. When we left home it seemed to be **brightening up**, but an hour and a half later it began to **cloud over**. We were hoping the rain would **hold off** long enough for us to get back to the cars but it suddenly started to **pour down** and we got soaked. In fact, the rain didn't **let up** for two whole days.

bad weather

pour down
to rain heavily

cloud over
if the sky clouds over, it becomes covered with clouds

blow up
if a storm blows up, it starts

roll in
if bad weather [e.g. clouds, fog] rolls in, it appears in large amounts

hold off
keep off *British*
if bad weather [e.g. rain, snow] holds off or keeps off, it does not start although it looks as if it might

effects of bad weather

wash out
if rain washes out an event, especially a sports competition, there is so much rain that it cannot happen or continue

be snowed in/up
if a person or place is snowed up, there is so much snow that it is impossible to travel anywhere or leave that place

flood out
to force someone to leave their home because of floods

cut off
to prevent people from reaching a place or leaving a place

be rained off *British & Australian*
be rained out *American*
if a sport or other outside activity is rained off or rained out, it cannot start or continue because it is raining

weather improving

brighten up
if the weather brightens up, the sky becomes lighter and the sun starts to shine

clear up
if the weather clears up, it improves

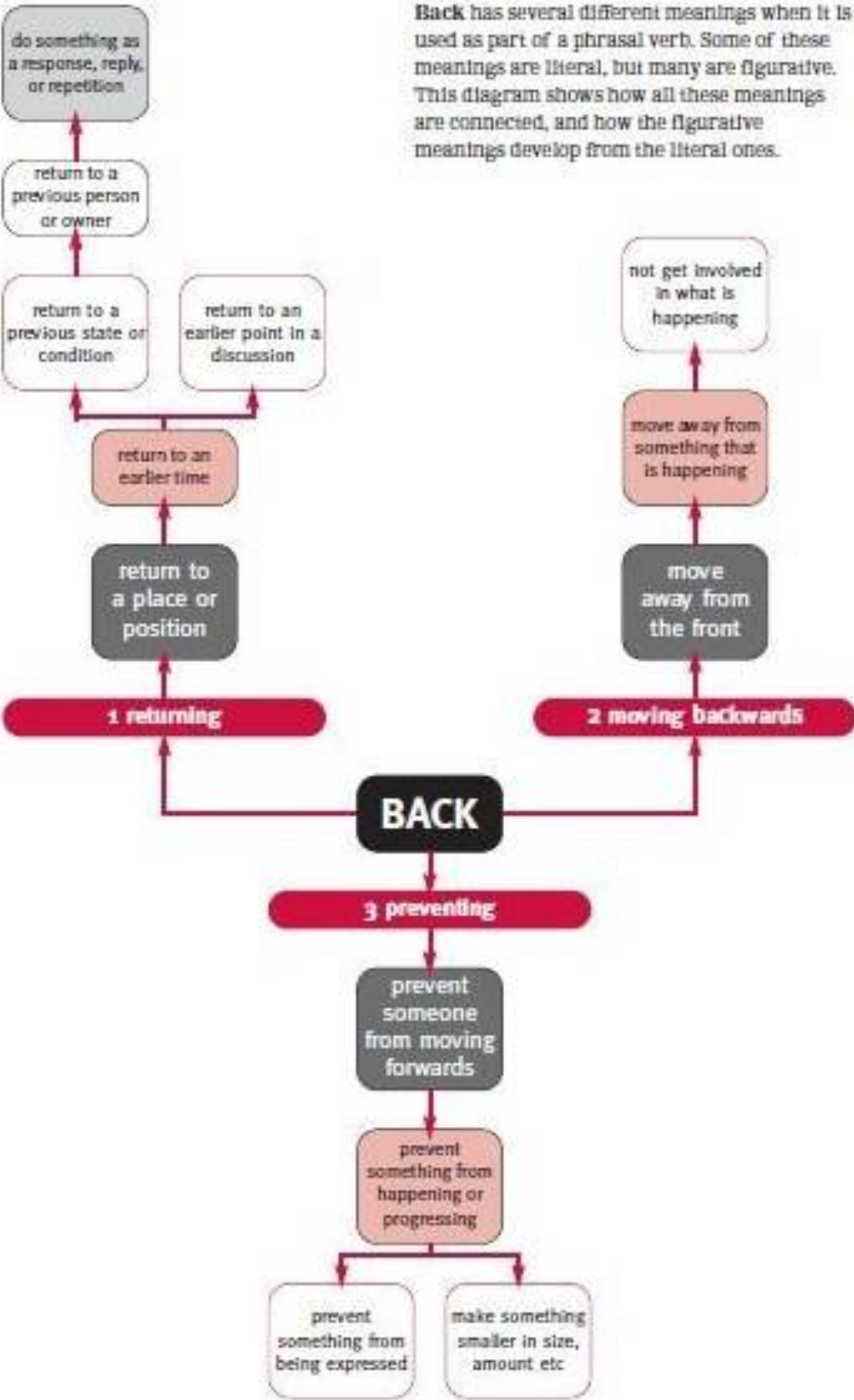
warm up
to become warmer, or to make something or someone warmer

let up
if bad weather lets up, it stops or improves

blow itself out
blow over
if a storm blows itself out or blows over, it becomes less strong and then ends

APPENDIX C

Two sample pages of *Macmillan Phrasal Verbs Plus*:



Main meanings	Example verbs		
1 returning			
return to a place or position <i>Come back and visit us again soon. + Put that book back where you found it!</i>	come back drive back double back get back	go back head back move back put back	run back start back turn back walk back
return to an earlier time <i>Think back to the time when you were a child. + That song takes me back to the 1980s.</i>	carry back cast back date back	flash back go back hark back to	look back take back think back
return to a previous state or condition <i>It won't take long for your hair to grow back. + I couldn't get back to sleep.</i>	bounce back bring back come back	get back go back grow back	snap back spring back
return to an earlier point in a discussion <i>Let's go back to what you were saying before.</i>	come back go back	look back think back	
return to a previous person or owner <i>I didn't think I'd ever get my dog back. + Give me back my pen.</i>	buy back claw back get back	give back hand back pay back	send back take back win back
do something as a response, reply, or repetition <i>Write back soon. + Yes, I hit him, but I didn't expect him to hit me back.</i>	answer back bite back call back check back fight back get back to	hit back phone back play back push back read back report back	ring back shoot back smile back strike back talk back write back
2 moving backwards			
moving away from the front <i>Louise settled back into the chair. + Stand back please and let the ambulance through!</i>	draw back lean back lie back	pull back settle back sink back	sit back stand back step back
move away from something that is happening <i>Army command has decided to pull back the troops. + Stay back - it might explode.</i>	drop back fall back get back	keep back pull back stay back	
not get involved in what is happening <i>Are you just going to stand back and let this happen?</i>	hang back hold back pull back	sit back stand back step back	
3 preventing			
prevent someone from moving forward <i>Police struggled to hold back the crowd.</i>	hold back	keep back	push back
prevent something from happening or progressing <i>She didn't let her family problems hold her back. + The system failure set our work back a few months.</i>	hold back keep back	put back rein back	set back
prevent something from being expressed <i>He choked back his tears and continued the story. + I had the feeling she was holding something back.</i>	bite back choke back	fight back force back	hold back keep back
make something smaller in size, amount etc <i>We really need to cut back on our use of oil. + Plans for new stores have been scaled back.</i>	cut back	roll back	scale back

APPENDIX D

Examples of slides used by teacher Janet Bianchini in Powerpoint presentations:



List of works cited

Primary sources (textbooks, dictionaries and mobile applications)

Cambridge International Dictionary of Phrasal Verbs. Cambridge: Cambridge University Press, 1997.

Cambridge University Press. *The Phrasal Verbs Machine*. Computer software. *Google Play*. Vers. 1.1. Google Inc., 21 Mar. 2013. Web. 13 June 2013.

Collins Cobuild Dictionary of Phrasal Verbs. London: Collins Publishers, 1989. Print.

Desarrollo Droide. *Aprende Los Phrasal Verbs*. Computer software. *Google Play*. Vers. 1.6. Google Inc., 21 Mar. 2013. Web. 13 June 2013.

Dreamob. *English Phrasal Verbs*. Computer software. *Google Play*. Vers. 1.0. Google Inc., 22 Sep. 2012. Web. 13 June 2013.

Gairns, Ruth, Stuart Redman, and Joanne Collie. *True to Life*. Intermediate. Class book. Cambridge: Cambridge University Press, 1996. Print.

Heaton, Brian. *Practise your phrasal verbs*. Essex: Longman, 1995. Print.

Longman Phrasal Verbs Dictionary. Essex: Longman, 2000.

Mann, Malcom, and Steve Taylore-Knowles. *Destination B2: Grammar and Vocabulary*. Oxford: MacMillan, 2006. Print.

Marandsoft. *Phrasal Verbs*. Computer software. *Google Play*. Vers. 1.2. Google Inc., 30 Dec. 2012. Web. 13 June 2013.

McCarthy, Michael, and Felicity O'Dell. *English Phrasal Verbs in Use*. Cambridge: Cambridge University Press, 2004. Print.

Oxford Dictionary of Phrasal Verbs. Oxford: Oxford University Press, 1993.

Redston, Chris, and Gillie Cunningham. *Face2face*. Pre-intermediate. Student's book. Cambridge: Cambridge University Press, 2010. Print.

---. *Face2face*. Intermediate. Student's book. Cambridge: Cambridge University Press, 2009. Print.

---. *Face2face*. Upper intermediate. Student's book. Cambridge: Cambridge University Press, 2009. Print.

Ruiz Alonso, Ángel. *Phrasal Verbs*. Computer software. *Google Play*. Vers. 1.9. Google Inc., 5 Feb. 2013. Web. 13 June 2013.

Shovel, Martin. *Making Sense of Phrasal Verbs*. New York: Prentice Hall, 1992. Print.

Walker, Julian. *Nelson Practise Book of Phrasal Verbs*. Edinburgh: Nelson, 1989. Print.

Secondary sources (references)

Janetbianchini [Janet Bianchini]. "My Favourite Sites for Teaching Phrasal Verbs." *Teacher Reboot Camp*. Teacher Reboot Camp, 4 Apr. 2010. Web. 9 Jun. 2013.

Lindstromberg, Seth. "(Sometimes) Against the grain" *Humanising Language Teaching*. *Humanising Language Teaching Mag.*, May 2001. Web. 11 Jun. 2013.

---. "Against the grain" *Humanising Language Teaching*. *Humanising Language Teaching Mag.*, July 2001. Web. 11 Jun. 2013.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik. *A Comprehensive Grammar of the English Language*. London: Longman, 1985. Print.

Rundell, Michael. "Why are phrasal verbs so difficult?" *Humanising Language Teaching*. *Humanising Language Teaching Mag.*, May 2005. Web. 5 Jun. 2013.