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WAYS OF INTRODUCING AND PRACTISING ENGLISH TWO-WORD
VERBS AT THE INTERMEDIATE AND ADVANCED LEVELS OF
INSTRUCTION: A CRITICAL SURVEY

I Introductory Remarks

Teaching expressions commonly referred to as "two-word verbs", "phrasal verbs", "verbal idioms" etc. has been a notorious problem for many instructors in English as a foreign language. Evidence for serious difficulties encountered in this field of English phraseology is supplied by numerous examples from every-day classroom practice.

What is most often noticed by, for instance, university teachers in charge of advanced level grammar and conversation classes is careful avoidance of two-word verb /TWV/ constructions in the students' free language production, frequent failure to comprehend casual utterances with those constructions, as well as typical errors in those utterances where the use of a TWV is intentionally elicited by the context or by the exercise instructions.

Very similar learner behaviour was observed in the course of oral examinations aimed to test the students' spoken English proficiency level¹. An interesting strategy revealed there was predetermined use of TWV expressions resulting from the students' awareness that they had been one of the teaching points of the course. However, even in those cases, which manifested certain transfer of training, the employment of a TWV construction was often erroneous, e.g. the student would know the meaning of the

expression but would nevertheless fail to follow appropriate collocational restrictions in the choice of the subject, object etc.

Plenty of evidence for frequent misuse of TWV constructions comes from an analysis of the students' home assignments and classroom tests performed by this author². Errors from those written samples were found to occur in spite of the fact that a given TWV had been the main teaching point of the exercise. Again, most errors came about when the students were required to provide their own contexts for the already known expressions.

Further indications were adduced by native English university teachers³. In their comments, they evaluated their Polish students' unmonitored speech as unduly formal and particularly lacking in typical TWV constructions.

Finally, complaints from the students themselves completed the image of this area of English /a half grammatical, half lexical problem/ as especially troublesome and frustrating for teachers and learners alike.

The recognition of the importance of TWVs, particularly at the advanced level of instruction, is not new. On the contrary, the problem has been acknowledged for a long time. There exist many exercise manuals devoted to this very aspect of English. Their authors frequently emphasize the gap that obtains between "real", i.e. conversational, English and "classroom" English; they also speak of some techniques to bridge this gap. McArthur and Atkins /1974/, for example, state the following :

"It is probably true that the children of English speaking people learn phrasal verbs earlier than any other kind of verb, and that foreign learners seldom master them under current teaching conditions./.../ There are so many phrasal verbs in modern English /.../, they are so important in the spoken language, and they have so many shades of meaning that the student may despair of ever mastering this area of language./.../ They are used casually, in everyday speech, or in order to express vivid, emotional and frequently slangy points./.../ Being mainly Anglo-Saxon in origin, phrasal verbs still function as part of the familiar, informal stream of English vocabulary."
p. 5-6/

Similarly, Bywater /1969/ writes that

"The plain fact is that what distinguishes the writing and, above all, the speech of a good foreign student from those of an Englishman is that what an Englishman writes or says is full of those expressions, whereas most foreigners are frightened of them." /p. 97/

Thus, it seems incontrovertible that TWV structures ought to be systematically taught and studied, however the point that we are trying to make in the present study is that the teaching techniques applied to them should be revised and perhaps improved. All of the problems described above had occurred despite a lot of attention being given to TWVs in the practical English course syllabus and despite a considerable amount of class time and the teachers' effort devoted to them. The rather disappointing effects of the instruction in the field under consideration have led this writer to attempt to assess the currently available materials for teaching TWVs in the light of the existing theories of optimum material presentation and exercise sequence.

II Materials and Procedure

The evaluation was performed on 20 British and American handbooks containing exercises in TWV practice. Four of them were devoted exclusively to TWV constructions, four others were designed for idiom practice /the great majority of the idioms, however, were TWVs and verb + preposition constructions/, while the remaining twelve books were standard practical English grammar manuals with sections intended for TWV study and practice. In nearly all of the studied handbooks⁴ the TWVs were treated not as mere lexical items but as a grammatical phenomenon deserving as much attention as, for example, relative clauses, pronouns etc.

The following 16 books have been routinely used with intermediate and advanced level students of English at Polish universities /first through third year ; the list is in alphabetical order ; for complete information see References/ : Baker /1975/, Bywater /1969/, Clarke and Mackenzie /1957/, Corder /1960/,

Dixson /1971/, Graver /1963/, Bruton /1969/, Friend /1974/, Heaton /1965a/, Heaton /1965b/, Mackenzie /1974/, Mortimer /1972/, Praninekas /1975/, Rutherford /1968/, Rutherford /1975/ and Ward /1966/. The remaining four books, namely Bruder /1974/, Berman and Kirstein /1979/, Feare /1980/ and Partland /1981/, have not been tested with Polish students, as the first one of them is an exclusive University of Pittsburgh publication, while the latter three have been available only very recently.

The handling of TWV structures in the above sources was examined regarding the following criteria :

1. selection, i.e. what determined the choice of the expressions presented in individual units and how were they grouped ;
2. presentation : what were the patterns of the introduction of the new material ;
3. formal explanation : was there any linguistic information or grammatical analysis accompanying the presentation and how detailed was it ;
4. exercises : what types were recommended for practice and how could they be classified.

III Selection and Presentation of Patterns

It was revealed in our survey that the following criteria were employed for the selection of TWV expressions for individual units :

1. expressions selected according to the verb ; in other words, each unit comprises items centred around one or more verbs typically occurring in collocations with particles, e.g. in Baker /1975/ each unit is concerned with one verb /look, put, make and it contains seven or eight TWVs, while in Bywater /1969/ a unit includes several verbs⁵ ; the arrangement in alphabetical order prevails /e.g. Bywater /1969/, Clarke and Mackenzie /1957/, Heaton /1965a; 1965b/, Mackenzie /1974/, Mortimer /1972/ etc.; altogether, focusing the selection criteria

on the verb was adopted in eight cases.

2. expressions grouped around the same particle collocating with different verbs /e.g. Berman and Kirstein /1979/, Bruton /1969/ and Corder /1960/; the arrangement is not random and the idea of grouping expressions in this way is meant for them to share "a related concept, or sense, or 'feeling'" /Berman and Kirstein, 1979 : vii/ ; thus for example, the particle over was characterized as /i/ describing situations that are excessive /abundance, "too much"/: bubble over, leave over, run over, /ii/ meaning "across" : hand over, take over, pass over, carry over, look over, /iii/ idea of movement, to a goal: move over, invite over, /iv/ meaning completion : be over, get over etc. /Berman and Kirstein : 50ff/;
3. expressions grouped according to their grammatical structure, e.g. in Feare /1980/ /intransitive verbs with particles, transitive verbs with movable particles etc./ and in Bruder /1974//separable and non-separable TWs discussed in separate units/ ;
4. TWs concerned with one topic put together in one unit ; a unique attempt made by McPartland /1981/; the topics include for instance "work", "residence", "crime", "fashion", "love" etc., each unit containing about 10 TWs ;
5. selection based on the students' proficiency level /Dixson, 1971/, which, however, seems to be largely dependent upon the frequency of use ; such classification is very arbitrary, as there appears to be no definite reason /except for very common expressions/ why for example the elementary level should include pick up, call on, think over, the intermediate level should have go off, cut out, turn down, while the advanced level should introduce, among others,

make out, give in and clear out ; clearly, the structural complexity cannot be of any significance here.

In the remaining handbooks, the selected TWVs were assorted randomly, sometimes because of their frequent occurrence in every day speech, sometimes because they fitted into the context of a text or a dialogue.

As regards the techniques of presenting TWV expressions, the following types were observed : /i/ dialogue, that is either a short /four to six sentences/ interaction centred around one expression /Mortimer/ or a long conversation-type dialogue including 10-15 TWV constructions /Rutherford, 1968 ; Rutherford, 1975; McPartland/, /ii/ text, i.e. seven to eight TWVs in one unit /e.g. Baker : p.13 : Fred's alarm clock WENT OFF at 8 o'clock but he didn't GET UP. He TURNED OVER and thought about Monica...etc./, /iii/ plain list of structures to be practised /e.g. Friend and Praninekas/, /iv/ list accompanied by definitions and /or some grammatical information, concerning e.g. transitivity /Bruton, Corder/, for example to come across /sb.,sth./ = "to find", to put /sth./across /sth./ = "to convey ideas", to run across /sb./ = "to meet /by accident/" /Bruton : p.51/, /v/ sentences out of context, carefully chosen, so that the meaning of a given TWV could be made as clear as possible; sometimes also preceded by a list of structures with their paraphrasal equivalents /Berman and Kirstein, Bywater, Dixson, Feare, Heaton, 1965a and b/, e.g. Nothing he told me was true; I'm angry that he MADE UP the whole story /Feare : p.49/, /vi/ no presentation stage ; exercise practice only /Mackenzie, Clarke and Mackenzie, Ward, Graver/.

Comments

Contrariwise to the conviction that the alphabetical presentation as well as practising as many as possible particle combinations with one verb at the same time help the student to organize and systematize the new material and to get a clear picture of the construction, the students' own evaluation of

the techniques, represented for example by Bywater's book, showed them to be rated lowest⁶. Besides, the instruction effects achieved with the said handbook during a one-term teaching period were much below our expectations. Confusion and frustration on the part of the students are very likely effects of this approach.

Focusing attention on the particle during the selection stage appears to be a much more promising procedure, though there is the danger of overgeneralization, as the common meaning or concept is not always clear if at all existent.

Random introduction of TWVs, i.e. treating them equal to other content lexical entries, seems to be a pretty innocuous policy, except that both good systematic organization of the material and the importance of the problem are automatically lost sight of.

A page-long conversation packed with TWV expressions is bound to sound unnatural⁷, whereas a short dialogue, easy to memorize, is probably the best technique of presenting the new construction⁸. And undoubtedly, some kind of contextual presentation /preferably more than just one sentence/ is absolutely indispensable. In view of recent theories of foreign language vocabulary teaching, the situational context is the most obvious and the most effective mediator we can offer the student striving to master the given lexical item /Marton, 1979 : 154/.

IV Formal Analysis

Three possibilities were studied :

1. there is no grammatical explanation at all /Baker⁹, Bruton, Bywater, Clarke and Mackenzie, Dixon, Heaton, Mackenzie, Mortimer and Rutherford, 1975 I/; McPartland is a special case, in that she gives some general information about idiomaticity in the preface /intended for the students/ ;
2. explicit grammatical information is present in the form of very brief, general statements /Berman and Kirstein¹⁰, Bruder, Friend, Praninskas, Rutherford/.

e.g. "Many intransitive verbs include a particle such as up, out, in, off as part of the verb. Some of these verbs can also be causative and take an object." /Rutherford, 1968 : 91/;

3. there is a detailed extensive analysis, as well as description of various patterns, examples and comparisons /Corder, Feare, Graver/; in Feare, a special section in each unit "Explanation of Idioms" includes a lot of collocational hints, while another section "Learning the Grammatical Rules" requires a great deal of formal analysis performed by the students themselves, e.g.

"Circle the correct answer :

- The preposition on is connected to the intransitive verb in /meaning or grammar/ /p.22/
- In sentence no.4, in is a /particle or preposition/" /p.23/

This of course presupposes some knowledge of the proper terminology on the part of the students.

Comments

This author strongly believes, following the argument of many TESOL specialists, e.g. Allen and Widdowson /1975/, Marton /1979/, Paulston /1976/, that explicit verbalizations about linguistic patterns help the learner to acquire and systematize the new material, and, especially in the case of an adult learner, encourage meaningful learning. Therefore, explicit grammatical information should be always included in, or immediately follow the presentation stage, supplying all the necessary details and restrictions concerning the nature of a given construction. If this is lacking, frequent cases of misuse are bound to occur.¹¹

V Exercise Practice

At the first stage of our analysis an attempt was made to separate the exercises intended for oral practice from the

"written" ones. That was not an easy task, considering that the majority of exercises were so constructed that they could both be done orally in the classroom /with the books open or the teacher providing the cues/, and assigned as written homework. Only in a few cases was there any specific information about the way in which the exercises were to be used. /Rutherford 1968, 1975, Praninskas/.

One group of exercises that stand out clearly as oral are structural drills, present in Baker, Bruder, Mortimer and Rutherford 1968. They include many of the classical drill types, i.e. memorization, intonation practice, utterance discrimination, substitution, completion, expansion, transformation, guided reply, dialogue substitution. /See Appendix for examples/. The most common drill in this group is the single or double slot substitution, where TWs are part of the basic sentence structure, while other lexical items are substituted, e.g. He WENT ALONG with her suggestion; cues : "idea", "plans", "proposal", etc /Baker, p.22/ On the other hand, Bruder has some mechanical /M 1/ drills, in which the TWV is itself a substituted item, e.g. I don't want to RUN OUT of it ; I don't want to CATCH UP ON it, etc.

In addition to drills, another type of an oral exercise is meant to monitor listening comprehension, if the book is accompanied by a tape, e.g. Baker.

The remaining exercises were somewhat more difficult to classify. 24 patterns were found there, some being well known traditional "grammatical exercises", and some quite innovative, pertaining to the communicative practice status. We decided on classifying them according to whether they lead to increased mastery of utterance discrimination /both "pattern" and "context" discrimination, cf. Paulston and Bruder /1976/, or to practice in meaningful language production¹². Thus the exercises in the first group were labelled "recognition", whereas those in the second group were named "production". The latter will vary considerably according to the degree of the teacher's control over the response. The degree of the student's freedom of expression will form a continuum, from very low in the

highly structured exercises of the "fill-in" type, to very high in semi-guided communication.

It appeared useful to set up the third class of exercises for which the term "analytical" was adopted. Their objective consists in the student's performing conscious grammatical analysis of the practised items.

We shall now present the types of exercises distinguished in the respective groups. /See Appendix for examples/

A. Recognition Exercises

1. Match given TWVs /a list/ with their more formal equivalents /another list/, e.g. Berman and Kirstein.
2. Choose the correct definition of the TWV in a given sentence ; multiple choice, e.g. McPartland, Heaton, Mackenzie.
3. Fill in the missing TWVs
/a/ multiple choice, e.g. Ward, Feare.
/b/ a list to be referred to, e.g. McPartland.
4. Match halves of sentences
/a/ the first half ending with a verb, the second beginning with the particle, e.g. Bruton, Heaton.
/b/ the whole TWV contained in the first part of the sentence, e.g. Mackenzie.
5. Match questions with answers ; the question contains the TWV, e.g. Mackenzie.
6. Match sentences with TWVs with appropriate comments, e.g. Clarke.
7. Substitute the suitable TWVs for their more formal equivalents /selecting from a list/, e.g. Heaton.
8. Replace objects of the TWV constructions by appropriate pronouns /testing the separable vs non-separable distinction/, e.g. Graver.
9. Choose the best possible object, subject or other phrase collocating with the TWVs ; multiple choice, e.g. McPartland. This borders on controlled production already; in any case, it is not mere recognition of internalized lexical items but verification of the student's more general knowledge of the pattern.

B. Production Exercises; the discussed types arranged in an order that reflects increasing freedom of expression

1. Substitute TWVs for their more formal equivalents; there is no list of items to choose from. This is one of the most commonly occurring exercises. In one of its variants

all items in one exercise will be prepared so as to elicit answers containing the same verb, e.g. look, turn etc., e.g. Graver, Bywater.

2. "Fill in the blank"

/a/ the whole item is missing ; usually there is a paraphrase or definition supplied in brackets serving as a cue, e.g. Graver, Heaton, Praninskas

/b/ the verb is missing, the particle is given, e.g. Bruton, Corder, Mackenzie

/c/ the particle is missing, the verb is given, e.g. Baker, Bruton, Bywater, Clarke, Corder, Heaton, Mackenzie, Ward, McPartland. An especially common exercise.

NB. Whether the above two classes of exercises can really be considered "production" may seem controversial if we realize how limited the choice of items actually is. Most often the exercise will only include items from the unit or section just studied. Following Marton /1979,p.161/, we could define them as belonging to "reproduction stage".

3. Answer questions using a TWV.

/a/ TWV included in the question, e.g. Clarke, Feare

/b/ TWV not included in the question but somehow indicated by context or implied by the previously studied unit, e.g. Graver, Baker, Bruder.

NB. Those exercises may easily turn into communicative practice e.g. As a student, you have to PUT UP with many problems. Name one. /Feare:p.37/, At 11.00 in the morning, what should you do to the radio? /Bruder : p.425/.

4. Finish sentences using TWVs, e.g. Baker

5. Write your own sentences using TWVs.

/a/ the TWVs refer to the section studied previously, or to the situational context, e.g. McPartland, Berman and Kirstein

/b/ the verb is given and it is meant to be used in various /specified/ meanings, in combination with different particles e.g. Heaton.

6. Make up a story, using as many TWVs as possible, e.g. McPartland.

7. React to the provided situational context, using TWVs, e.g. Bruder : Someone's cigarette is blowing in your face; You don't want to decide right away, etc. /Bruder :p.425/

C. Analytical Exercises

1. "Grammatical notes": write down the meaning of the TWV, sample sentences /own or copied/, observations of grammatical nature concerning transitivity, active vs passive voice, typical objects etc. /McPartland/.
2. "Learning the grammatical rules": answer questions concerning various grammatical aspects of the TWV construction; identify correct and incorrect sentences; if incorrect explain why, give the correct version, etc. /Feare/
3. Explain differences in meaning between pairs of sentences containing the same or similar TWVs. /Heaton/
4. Write your own sentences to illustrate different meanings of the same or similar TWVs. /Heaton/
5. Identify the TWVs in sentences, explain their meaning, state where it is possible to change the word order. /Friend/

One type of exercise, occurring in fact instead of the presentation stage in Feare, was preceded by the instruction "Guess the meaning of each idiom". We found it impossible to fit it into any of the so far discussed categories. It is a sort of a preparatory exercise, in which the students work with specially prepared sentences trying to discover their meaning. This activity should then be followed by joint classroom discussion of the cues that helped them to guess.

Comments

The analysis has revealed that the proportion between "recognition" and "production" exercises quite obviously favours the former category. Genuine production exercises /answering questions, reacting to simulated situations etc./ were very scarce. In the majority of the studied handbooks the recognition exercises were the only category present and the stage of contextualization was never reached. Such distribution of exercises might be one of the factors behind the ineffectiveness of teaching TWV expressions, which finding is in accordance with Paulston and Bruder /1976/, who claim that discrimination exercises ought to be used with caution and only as complementary to other types, so that they should merely serve recognition-testing purposes.

It has also been found that very few authors make an attempt to maintain logical sequence of exercises, e.g. proceeding from the recognition stage, through the reproduction stage to guided and free production, which for instance Marton /1979/ considers a very important aspect of vocabulary instruction. What was present in most of the analysed manuals was at best a variety of exercises. However, the following authors did organize their exercises in some linear order : Berman and Kirstein : familiarization → practice ; Bruder : mechanical → meaningful → communicative drill ; McPartland : definition → word association → fill-in → practical application ; Rutherford : drill → guided response → free reply ; and Feare : guessing meaning from the context → definition correspondence → multiple choice → free response.

VI General Conclusions

The above analysis has dealt only with one side of the problem, i.e. teaching materials. We realize that there is an equally important aspect of teaching TWVs, concerning the techniques actually used in the classroom, which requires further investigation.

This study, we believe, has indicated that lately there has been a marked improvement in the field of the TWV teaching materials preparation. The recently published books include more precise and detailed grammatical explanation, as well as more innovative, unique exercises. We consider the following exercise patterns especially valuable and useful : McPartland's "word association", Bruder's "communicative drill", Rutherford's "free reply", and Feare's "guessing the meaning from context".

Feare's concepts are particularly interesting; he maintains that much emphasis should be laid on encouraging active and conscious participation of the learner in acquiring the meaning and structure of the TWVs. He further claims that

"The students are capable of searching for and discovering much of the relevant information regarding proper idiom usage with only minimum guidance from the teacher /.../ Once students are equipped with the necessary skills for

analysing and understanding the idiomatic forms, they will be in a much better position to expand their knowledge" /p.IX/

In addition to basing our teaching on the above assumptions, we believe it would be worthwhile to encourage the students to make full use of the Oxford Dictionary of Current Idiomatic English /Vol.I: Verbs with Prepositions and Particles/ compiled by Cowie and Mackin /1975/, for the purpose of conscious study of examples in context, selectional restrictions, etc. Unfortunately, some confusion among the students is likely to persist due to certain sometimes essential discrepancies between British and American usage, since both British and American teaching materials are available.

We also think that the teaching of TWE could largely benefit from an addition of a contrastive component, which implies preparing special materials for Polish students, including contrastive presentation, discussion of the degree of equivalence between particles and Polish prefixes, introduction of translation exercises, etc.

The problem is definitely worth future investigation, particularly now that there is growing concern for the teaching of vocabulary and increasing recognition of the significance of the lexical /versus structural/ component in foreign language instruction, with considerable emphasis on the social - functional aspects of language use.

NOTES

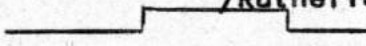

- 1 The evidence comes from 32 observational samples ; recordings were made during practical English examinations for third and fourth year students from the English Department at Bydgoszcz Pedagogical University. The examinations included 3 elicitation tasks: free conversation, monologue, and role playing
- 2 A pilot study was carried out on 25 third year students of English, during two semesters of teaching. 11 short tests were administered throughout this period
- 3 A series of interviews was conducted with six native speakers of English teaching in the English Department at Bydgoszcz Pedagogical University. The linguistic performance of Polish

advanced students of English, and especially its "un-Englishness of expression" was discussed with details in Marton, 1977 /p.37f /

- 4 The only exception was Rutherford, 1975, vol.I
- 5 For instance the unit "Compound Verbs K - M" /p.166-176/ contained KEEP /up; on with; off; out; down/, KNOCK /down; up; over; off; out; etc./, LAY /off; on; out; in; up; etc./, LEAD, LET, LOOK, MAKE, which altogether added up to over 50 expressions
- 6 The students were requested to answer questions concerning evaluation of the materials used for teaching the TWVs, teacher's techniques, their own strategies, etc. More detailed discussion of this questionnaire would go beyond the limits of this paper
- 7 cf. the introductory dialogues in Rutherford /1968/ and the introductory passages in McPartland and Baker
- 8 Mortimer is a good example. In each of his dialogue one TWV is repeated 2 - 3 times, and the context very well illustrates their meaning.
- 9 There is some discussion of the linguistic features of TWV patterns in "Teacher's Introduction".
- 10 The analysis is limited here to giving the general meaning of the particle, e.g. "Verb phrases with across indicate the transfer from one person to another, or progression from proposal to accomplishment" /p.2/
- 11 This writer still remembers being extremely puzzled by several sentence of the type of "He broke out smoking, "She broke out to take drugs last year, etc. discovered in one of the students' home assignments. As it turned out later, in the book that they were using, the meaning of break out was explained by the equivalent start /of bad things/, with no word of further commentary. Baker /1975, p.4/ writes that "the danger of giving students mere lists of meanings for these expressions is that they consequently try to use them in conjunction with words that do not fit, e.g. I go in for washing dishes."
- 12 Classifications of exercises into groups in Rivers and Temperley /1978/, Paulston and Bruder /1976/, and Widdowson /1978/ were consulted.

APPENDIX

Examples of structural drills :

- Memorization : "Let's not make up our minds now.
We can stop back later and fill out the form"
/Rutherford,1968;p.88/

- Intonation Practice: "He wrote the names down"

"He wrote down the names"
/Rutherford:p.87/
- Utterance Discrimination:
"We worked in the theme. We worked in the theatre"
/Rutherford:p.87/
- Substitution: "If a storm blows up, we shall get wet.
wind signal for help
hurricane say a prayer
gale ride it out"
/Mortimer:p.7/
- "I don't want to run out of it.
I don't want to catch up on it" /Bruder:p.363/
- Transformation: "You wrote down the address.
You wrote the address down" /Rutherford:p.95/
- Completion: "Pick me out _____
Send me over _____" /Rutherford:p.95/
- Guided Response:
"They are playing the national anthem./stand up/"
/Rutherford:p.92/
- Dialogue Substitution: "What hobbies do you go in for?
I go in for /x/ cards.
Do you go in for /y/ chess too?
No, I don't. But my neighbour goes in
for it.
/x/ /y/
tennis table tennis
skiing painting etc." /Baker:p.23/
- Free Reply: "Did you turn in your exam paper?"

When will you get it back?" /Rutherford:p.96/

Examples of other exercises:

- A.1. DROP IN REGISTER
CHECK IN etc. VISIT etc. /Berman and
Kirstein:p.36/
- A.2. "He loves to talk and can strike up a conversation with
anybody.
a.begin b.end c.continue " /McPartland:p.5/
- A.3./a/ "Don't worry about tomorrow's test, _____ and
relax!
a. settle down b.die down c.get over
/Feare:p.36/
- A.3./b/ "I'm not _____ . I'm really a student."
/B/ /McPartland:p.14/
- A.4./a/ "Please ring me _____ up for a bicycle
I've looked _____ up at home
He's saving _____ up all these words etc.
/Bruton:p.93/
- A.4./b/ "A. If you see someone run over, you
If you feel run down, you
B. take a tonic or a holiday.
call for an ambulance." etc. /Mackenzie:p.76/
- A.5. "A. What did you bring out last year?
B. A book on the psychology of penguins." etc.
/Mackenzie:p.69/
- A.6. "Albert has been run over.
I suppose he's in hospital now" /Clarke:p.117/
- A.7. "Short dresses are now becoming popular, the fashion
designer said."
/Heaton:p.24/
- A.8. "The company has put forward several new proposals"
/Graver:p.264/
- A.9. "She gets along with _____ .
a. her job b.her colleagues c.her husband"
/McPartland:p.76/
- B.1. "The son assumed control of the business on the
retirement of his father" /Graver:p.266/

- C.3. "a. How is Mr Lee getting on? I haven't seen him for ages.
b. Mr Lee is getting on; he must have almost reached the age to retire."

/Heaton b:p.25/

Guessing the Meaning from Context :

"You can look up to a teacher who really wants to help you and always does his or her best".

/Feare:p.27/

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SPOSOBY WPROWADZANIA I ĆWICZENIA ANGIELSKICH KONSTRUKCJI
CZASOWNIKOWO-PRZYIMKOWYCH NA ŚREDNIM I ZAAWANSOWANYM
POZIOMIE NAUCZANIA

Streszczenie

Artykuł jest przeglądem sposobów prezentacji i ćwiczeń gramatycznych dotyczących zjawiska idiomatycznych połączeń angielskiego czasownika i partykuły lub przyimka /"two - word verb"/ w podręcznikach do praktycznej nauki gramatyki angielskiej używanych podczas studiów anglistycznych.

Przeanalizowano 20 podręczników, omawiając stadium selekcji, prezentacji, komentarza gramatycznego i ćwiczeń praktycznych. Ćwiczenia zostały sklasyfikowane według kryterium ich przydatności w kształceniu językowych sprawności recepcyjnych i produkcyjnych.

Wniosek jest, że jakkolwiek można zauważyć istotny postęp w doborze i układzie ćwiczeń w nowszych podręcznikach w porównaniu z tradycyjnie używanymi, pożądanym jest dalsze usprawnianie technik nauczania tych konstrukcji, m.in. pełniejsze wykorzystanie słowników, a także wprowadzenie elementów analizy kontrastywnej, ćwiczenia translacyjnego, itd.