



InterSedes

ISSN: 2215-2458

ISSN: 2215-2458

Sedes Regionales

Navas -Brenes, César Alberto
The acquisition of a series of phrasal verbs in the course
integrated English I at the University of Costa Rica
InterSedes, vol. XVIII, núm. 38, 2017, Julio-Diciembre, pp. 27-56
Sedes Regionales

DOI: 10.15517/isucr.v18i38.32667

Disponible en: <http://www.redalyc.org/articulo.oa?id=66655467003>

- Cómo citar el artículo
- Número completo
- Más información del artículo
- Página de la revista en redalyc.org

UAEH
redalyc.org

Sistema de Información Científica Redalyc
Red de Revistas Científicas de América Latina y el Caribe, España y Portugal
Proyecto académico sin fines de lucro, desarrollado bajo la iniciativa de acceso
abierto

InterSedes

**Revista Electrónica de las Sedes Regionales de la
Universidad de Costa Rica**



**The acquisition of a series of phrasal verbs in the course integrated English I
at the University of Costa Rica**

César Alberto Navas - Brenes

InterSedes, N° 38. Vol 18. Julio-diciembre (2017). ISSN 2215-2458URL:
<https://revistas.ucr.ac.cr/index.php/intersedes>

DOI <https://dx.doi.org/10.15517/isucr.v18i38>

InterSedes Revista Electrónica de las Sedes Regionales, Universidad de Costa Rica, América Central.
Correo electrónico: intersedes@gmail.com

Dr. Edgar Solano Muñoz, Director. Teléfono: (506) 2511 0654. Correo electrónico:
edgar.solano@ucr.ac.cr

Editor Técnico: Bach. David Chavarría. Correo electrónico: davidalonso.chavarria@ucr.ac.cr

Montaje de texto: Licda. Margarita Alfaro Bustos. Correo electrónico:
margarita.alfarobustos@gmail.com

Consejo Editorial Revista InterSedes

Dr. Edgar Solano Muñoz – Universidad de Costa Rica

M.L Mainor González Calvo – Universidad de Costa Rica

M.L Neldys Ramírez Vásquez – Universidad de Costa Rica

Dr. Pedro Rafael Valencia Quintana. Universidad Autónoma de Tlaxcala. Facultad de Agrobiología. México.

M en C.A. Juana Sánchez Alarcón. Universidad Autónoma de Tlaxcala. Facultad de Agrobiología. México.

Mag. Marcelo Pérez Sánchez, Universidad de la República de Uruguay. Uruguay

Maria T. Redmon. Modern Languages & Literatures, Spanish. University of Central Florida.

Dr. Mario Alberto Nájera Espinoza. Universidad de Guadalajara. México.

Ing. Alex Roberto Cabrera Carpio, Mgtr. Universidad Nacional de Loja-Ecuador.

Dr. Leonel Ruiz Miyares. Centro de Lingüística Aplicada (CLA). Ministerio de Ciencia, Tecnología y Medio Ambiente, Santiago de Cuba. Cuba.

Magíster Bibiana Luz Clara. Profesora e Investigadora de la Universidad FASTA, Mar del Plata. Argentina.

Carlos José Salgado. Profesor del área de mercadeo. Universidad de La Sabana. Colombia.

Daniel Hiernaux-Nicolas. Universidad Autónoma de Querétaro. Facultad de Ciencias Políticas y Sociales. México.

Rodolfo Solano Gómez. Instituto Politécnico Nacional - IPN-Centro Interdisciplinario de Investigación para el Desarrollo Integral Regional Unidad Oaxaca, México.

José Miguel Guzmán Palomino. Universidad de Almería, España.

Dr. José Luis Gómez Olivares. Departamento de Ciencias de la Salud. Universidad Autónoma Metropolitana-Iztapalapa. México.



Revista Electrónica de las Sedes Regionales de la Universidad de Costa Rica, todos los derechos reservados. Intersedes por intersedes.ucr.ac.cr/ojs está bajo una licencia de Creative Commons Reconocimiento-NoComercial-SinObraDerivada 3.0 Costa Rica License

The acquisition of a series of phrasal verbs in the course integrated English I at the University of Costa Rica

La adquisición de una serie de verbos frasales en el curso “Inglés integrado I” en la Universidad de Costa Rica

CÉSAR ALBERTO NAVAS – BRENES¹

Recibido: 07.12.16	Aprobado: 09.02.18
--------------------	--------------------

DOI: <https://doi.org/10.15517/isucr.v18i38.32667>

Abstract

This article is aimed at observing the acquisition and assessment of a list of forty phrasal verbs in a group of first-year students of the course LM-1001 Integrated English I at the University of Costa Rica. First of all, the author implements a placement test to determine the students' proficiency level, being Integrated English I the first EFL course of the program. Then, the author administers two instruments to assess the students' knowledge on a series of phrasal verbs before the presentation, practice, and production throughout the second part of the semester. A contextualized sample lesson to practice a selection of phrasal verbs is also included. To finish, the students receive two additional instruments and a final evaluative instrument to observe the level of acquisition of twenty phrasal verbs as a result of explicit instruction.

Key words: phrasal verbs; teaching English as a foreign language; materials development; vocabulary; lesson planning;

Resumen

Este artículo pretende observar la adquisición y evaluación de una lista de cuarenta verbos frasales en un grupo de estudiantes de primer año del curso LM-1001 Inglés Integrado I en la Universidad de Costa Rica. Primero, el autor aplica un examen de ubicación para determinar el nivel de los estudiantes, siendo el primer curso de la Carrera de Inglés. Posteriormente, el autor aplica dos instrumentos para evaluar el conocimiento de una serie de verbos frasales antes de la presentación, práctica, y producción a lo largo de la segunda parte del semestre. Se incluye una lección para practicar una selección de verbos frasales en contexto. Por último, los estudiantes reciben un último instrumento evaluativo para observar el nivel de adquisición de únicamente veinte verbos frasales como resultado de la instrucción explícita.

Palabras clave: verbos frasales; enseñanza del inglés como lengua extranjera; la enseñanza de la gramática; desarrollo de materiales; plan de lección;

¹ Costarricense. Profesor de inglés. Profesor Asociado, Escuela de Lenguas Modernas, Facultad de Letras, Universidad de Costa Rica Email: cesarnavasb@gmail.com

Introduction

At novice or intermediate levels, it is not easy for EFL learners to completely assimilate and acquire certain intricacies of grammar. Sometimes, L2 students cannot distinguish a clear cut correlation between in-class presentation and practice with out-of-class use and production in real-life contexts. In fact, in relation to some of the main differences between L1 and L2 acquisition, White (1995) explains that the “degree of success in acquiring pronunciation and morphology, learners’ mother tongue, age, fossilization of errors, and the type of input received” may highlight the challenges of the teaching-learning process and the assimilation of phonology and universal grammar (p.41). Similarly, “L1 acquisition always takes place with naturalistic input, in contrast to L2 acquisition, where the input can vary considerably depending on the learning environment and teaching method” (White, 1995, p.44). As a result, language instructors should always provide learners with meaningful input to help them successfully assimilate troublesome grammar content such as the form, meaning, and use of phrasal verbs.

The teaching and learning of phrasal verbs is quite challenging among novice and low-intermediate EFL populations. For this reason, the main objective of this study is to specifically observe a group of EFL learners’ acquisition of a series of forty phrasal verbs as a result of explicit instruction. The selection of phrasal verbs attempts to complement those presented in the course textbook and the grammar booklet. This study also presents a sample lesson to teach such content in a first-year English course. This lesson was implemented with a group of students who enrolled the course LM-1001 Integrated English I at the University of Costa Rica. Given the fact that this course lacks a placement instrument that determines the learners’ proficiency level before registering this course, the author administered a grammar test to identify their level in this area during the first class session.

Review of Literature

-A review of phrasal verbs

To some extent, phrasal verbs may be confusing and challenging for students due to their form, meaning, and use. To define what phrasal verbs are, McCarthy and O’Dell (2007, p.6) explain that they “consist of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb and a preposition, as in *get on with* or *look forward to*).” A preposition and an adverb may be called particles. When the particle follows a verb and, as a result, shares the given meaning of

the verb, this is referred to as an *inseparable* phrasal verb. These verbs cannot be separated as different particles change meanings. In other words, “the meaning of the two words together is different from the meanings of the verbs and the preposition by themselves. These verb + particle combinations have an *idiomatic* meaning” (Baker et al, 2003, p.99). Some other phrasal verbs may allow a word (nouns or pronouns) between the verb and the particle. The following table summarizes this construction:

Table 1: Constructions with Separable Phrasal Verbs

Examples with the phrasal verb <i>fill out</i>				Explanation: <i>direct objects may be used with different phrasal verbs</i>
	Verb	Particle	Direct Object	
The applicants	filled	out	the forms.	<i>after the particle OR</i>
	Verb	Direct Object	Particle	
The applicants	filled	the forms	out.	<i>between the verb and the particle.</i>
The applicants	filled	Them	out.	A pronoun can replace the direct object. This pronoun is used between the two parts of the phrasal verb.

Elaboración propia

Although phrasal verbs are seen merely as grammar content to be memorized in overwhelming lists, experts argue that they should be presented as lexical units. In relation to this, McCarthy and O'Dell (2007) point out that phrasal verbs “are identified by their grammar, but it is probably best to think of them as individual vocabulary items, to be learnt in phrases or chunks. They often—but not always—have a one-word equivalent” (p.6). Accordingly, the complexity of teaching phrasal verbs relies on the fact that learners must focus on their *meaning, form, and use*, being their meaning one of the most significant challenges. Hasbún (2005) explains that “learners need to keep in mind that these multi-word units are necessary if natural communication is to happen. For example, in order to acquire phrasal verbs, students need to understand their form, their meaning and their use” (p.2). Additionally, in terms of the lexical aspect of phrasal verbs, Hart (2009) clarifies that

Some phrasal verbs are very easy to understand. For example, it is not difficult to understand *sit down* or *come in* because their meanings are obvious. But many phrasal verbs are very *idiomatic*. Idiomatic means that there is no way to know what the verb and particle mean together by knowing what the verb and the particle mean separately. For example, every beginning-level student learns what the

words *call*, *run*, *off*, and *out* mean, but that does not help the student to know that *call off* means *cancel* or that *run out* means *use all of something* (p.vi).

An example of this occurs with the verb *put*, and these are some of its different meanings listed by the *International Dictionary of Phrasal Verbs* (1997, p.226-232):

- Put *about*: to spread inaccurate information
- Put *across*: to explain something as clearly as possible
- Put *aside*: to save money, to ignore a problem, or to store something
- Put *at*: to make rough calculations in terms of size or amounts
- Put *away*: to place something in a different place
- Put *back*: to change the location of something
- Put *before*: to give more attention to something over another element
- Put *behind*: to try to forget and overcome tough experiences
- Put *by*: to save money for later use
- Put *down*: to ridicule or criticize somebody else; to pay part of a debt; to kill; to write something down; to land in a plane
- Put *forth*: to give an opinion formally
- Put *forward*: to suggest a plan for later evaluation and implementation
- Put *in*: to express a request
- Put *off*: to postpone an activity or action
- Put *on*: to put something onto the skin or body
- Put *out*: to make something stop, to make a boat sail, among other meanings
- Put *together*: to join the different components of a whole
- Put *up*: to build a structure, to oppose something, among other meanings

The difficulty of using phrasal verbs appropriately has various explanations. Folse (2004) lists them as she says that non-native speakers regularly struggle with the understanding of phrasal verbs:

- a. Because phrasal verbs have a high level of occurrence in English, learners must get acquainted with some of them in order comprehend input and, as a result, interact. “*English learners must know the meaning of the more frequent ones even in the simplest of exchanges.*”

- b. *“Knowing the parts of the phrasal verb does not equal knowing the whole phrasal verb.”*
Thus, EFL learners with limited vocabulary will fail at trying to translate or interpret meaning.
- c. The third difficulty has to do with phonetics because native speakers tend to reduce the particles or prepositions as they speak.
- d. Finally, regarding separable phrasal verbs, students might get confused in real-life conversations with native speakers by the number of words between the verb and the particle or preposition since *“English actually allows the particle to “float” much more than three words away”* (p. 5-7).

Lessard-Clouston (1993) goes beyond and lists further reasons that explain why ESL learners encounter some difficulty when acquiring phrasal verbs. He points out that (1) the meaning of a phrasal verb is confusing although students identify the meaning of its parts; (2) various meanings can be associated with a verb and a variety of prepositions and particles; (3) *“each verb + preposition/particle combination may have several different meanings;”* (4) phrasal verbs may be transitive, intransitive, or both according to their context; (5) phrasal verbs may be separable and non-separable; (6) some phrasal verbs may be ambiguous; (7) getting the closest meaning of a phrasal verb is somewhat difficult unless learners consult a good dictionary; (8) *“there are differences in use among different varieties of English;”* and finally, *“perhaps one of the most difficult aspects of phrasal verb from, meaning, and use is that there are often distinctions between similar two- and three-word verbs”* (Lessard-Clouston, 1993, p. 6-7). These factors, therefore, make the assimilation and acquisition of phrasal verbs a difficult task, especially at lower levels.

As phrasal verbs represent a challenging factor for novice and low-intermediate learners, an avoidance strategy tends to occur. For example, in a research study with English major students and non-English majors, Chen (2007) observed that those Chinese college students seemed to substitute phrasal verbs with one-word vocabulary. Among various social and educational factors as well as some weaknesses related to curriculum design and teaching resources, Chen (2007, p.349) emphasizes that “the lack of a long existing foreign language environment is likely to be the most important factor to cause the problem of the avoidance of English language phrasal verbs by Chinese learners.”

Since the mere memorization and assimilation of phrasal verbs may become tedious and daunting for some ESL learners, how should phrasal verbs be taught? They should always be presented in context rather than in overwhelming lists in which the instructor mistakenly focuses on several verbs in isolation. Phrasal verbs should be presented in contextualized themed groups (e.g., advertising, computing, or traveling) with the implementation of authentic materials. By using authentic sources, students will be more motivated to scan and analyze the meaning, form, and use of phrasal verbs in real-life contexts (newspaper advertisements, recipes, instructional manuals, or even songs). Gairns and Redman (1986, cited in Marks, 2006) has listed four key recommendations in relation to the teaching of phrasal verbs in context:

- a. Instructors should focus on the verb; however, it is imperative to note that this *“focus-on-the-verb approach can be used to provide data for learners to look for common features of meaning in groups of phrasal verbs”* (p.2). In other words, students see how the various particles for a common verb may share a similar action or activity.
- b. Instructors should focus on the participle when it has the same meaning accompanied by different verbs.
- c. Instructors should see a contextual linking among phrasal verbs.
- d. Instructors should also present the different meanings of the same verb and particle in various contexts; thus, learners reflect on the meaning of *“to take off clothes, to take off a person, or to take off £5”* (p.3).

1. Research questions and Specific Objectives

1.1 The research questions of this study are:

- a. To what extent does formal and explicit instruction help a group of EFL learners successfully assimilate and use the meaning and form of a series of forty phrasal verbs?
- b. Does this assimilation tend to increase or decline throughout the second part of the semester with this particular population?

1.2 The specific objectives are this small-scale research study are:

- a. Identify the proficiency level of this group of EFL learners who took the course LM-1001 Integrated English I.
- b. Explain the definition and intricacies of the teaching of phrasal verbs.
- c. Assess the learners' knowledge on two series of phrasal verbs before its presentation, practice, and production.

- d. Present a series of activities and/or sample tasks related to the presentation, practice, and production of some phrasal verbs.
- e. Administer the learners' acquisition of phrasal verbs with two alternative instruments and a final evaluative instrument, being this a grammar quiz.
- f. Observe the improvement reached by the group of LM-1001 learners after the explicit and formal instruction of a series of phrasal verbs.
- g. Highlight some recommendations in relation to the teaching of phrasal verbs.

2. *The Target Population and its Characteristics*

Originally, the target group consisted of 25 first-year English majors at the School of Modern Languages at the University of Costa Rica. In this case, 17 students took the course for their first time and 6 had failed it during the previous semesters. Also, 6 students combined their English studies with a second major at UCR; in addition, 5 students took the English Teaching program and the rest pursued the B.A. in English. LM-1001 Integrated English I is a course that lacks a placement test to determine students' level of proficiency; for this reason, a diagnostic instrument was implemented on the first day.

This instrument focused on six grammatical aspects: subject verb agreement, the use of there is / there are, question formation, present perfect, the comparative and superlative forms, and phrasal verbs. The test assessed grammar content due to the nature of this study. Thus, the grammar placement test revealed that the level of proficiency of this group was relatively diverse.

Table 2. Proficiency Level of the Target Group

	Level of proficiency According to the Diagnostic Grammar Test						
	Low Novice	Novice	High Novice	Low Intermediate	Intermediate	High Intermediate	Advanced
Number of learners	16	3	3	2	0	1	0

Elaboración propia. Source: Results of the diagnostic grammar instrument

The table shows that the target population is composed by a group of 16 low novice students based on the ACTFL rubric (American Council on the Teaching of Foreign Languages). Overall, 22 LM-1001 learners are beginners and 2 are classified as having a low intermediate level. These levels correlate with the level of the course book. Finally, there was high intermediate student

in the group who did not decide to take the proficiency exam and took the course on a regular basis. There were not any advanced learners.

This LM-1001 target population used the new series of textbooks entitled *Q: Skills for Success* which is divided into two books according to the language macro-skills: listening/speaking (Brooks, 2011) and reading/writing (Bixby and McVeigh, 2011). Also, students are required to use an additional grammar booklet that reinforces the content of the course syllabus. Since time is an important constrain in such a course, only eight chapters are covered (Units 1-4 and 5, 7-9). This is the grammar content included in the listening/speaking textbook *Q: Skills for Success*: present continuous verbs (Unit 1), the use of *There's* and *It's* (Unit 2), modal verbs *should* and *shouldn't* and questions with modals (Unit 3), imperative verbs (Unit 4), auxiliary verbs in questions (Unit 5), future with *will* (Unit 7), simple past and narrative present (Unit 8), and modals of possibility *could* and *might* (Unit 9). On the other hand, the reading/writing book covers the following grammar topics: simple present and present continuous (Unit 1), conjunctions (Unit 2), subject-verb agreement (Unit 3), modals *should* and *ought to* (Unit 4), the comparative and superlative form (Unit 5), future time clauses (Unit 7), simple past and past progressive (Unit 8), and present perfect (Unit 9.)

In terms of the study of phrasal verbs, this topic is covered extensively in chapter 7 of the grammar booklet, which contains a complete section on this area. In addition, the reading/writing textbook (Bixby and McVeigh, 2011) includes an introductory chart as well as further practice (p.135-136). Students learn about the definition of phrasal verbs as well as the meaning, form, and use of separable and non-separable phrasal verbs. Thus, during the second part of the course, students are also given complete lists to exemplify and expand on this aspect. They also learn to choose and conjugate verbs accordingly. It is worth noting that since LM-1001 Integrated English I is a team taught course, the author of this study was in charge of presenting, informally assess, and evaluate all the content related with phrasal verbs. This took place during the second half of the course and covered all the teaching-learning stages: presentation, practice, production, feedback, alternative or informal assessment, and formal evaluation (short tests and a final grammar exam).

3. Methodology and Procedure

As mentioned before, the different instruments were implemented at various stages during the second part of the semester when the target content was presented. The instruments consisted of

four non-evaluative charts to determine the learners' knowledge and accuracy on two lists of phrasal verbs (each series contains 20 verbs). An instrument was given *before* presenting its phrasal verbs formally during the subsequent sessions. Once students systematically acquired this content, the last two charts were administered *afterwards* to observe acquisition. Also, additional contextualized sample lessons were implemented to present and reinforce this area apart from the exercises included in the course textbooks.

Another instrument consisted of an evaluative quiz to formally measure how much students know about a selected list of 20 separable and non-separable phrasal verbs. These verbs were taken from the previous instruments due to their level of difficulty for most learners. Finally, as an additional component, the author includes the results of the exercises presented in the final grammar test as a way to see students' level of accuracy. To sum up, the following chart lists the forty target phrasal verbs that students were supposed to acquire through the second part of the course:

Table 3. Target Phrasal Verbs

Separable Phrasal Verbs		Non-separable Phrasal Verbs	
1. <i>break up</i>	11. <i>put away</i>	1. <i>break down</i>	11. <i>live on</i>
2. <i>bring about</i>	12. <i>pass down</i>	2. <i>come over</i>	12. <i>pull through</i>
3. <i>carry on</i>	13. <i>put off</i>	3. <i>get away with</i>	13. <i>rely on</i>
4. <i>carry out</i>	14. <i>put out</i>	4. <i>get rid of</i>	14. <i>run away</i>
5. <i>fill up</i>	15. <i>take out</i>	5. <i>look forward to</i>	15. <i>run into</i>
6. <i>give back</i>	16. <i>toss out</i>	6. <i>look up to</i>	16. <i>stay up</i>
7. <i>give up</i>	17. <i>talk into</i>	7. <i>fall apart</i>	17. <i>show off</i>
8. <i>hang in</i>	18. <i>talk over</i>	8. <i>fit in</i>	18. <i>stop by</i>
9. <i>keep out</i>	19. <i>try out</i>	9. <i>give in</i>	19. <i>take off</i>
10. <i>look after</i>	20. <i>work out</i>	10. <i>hang out</i>	20. <i>watch over</i>

Elaboración propia

4 Analysis of the Results

Table 4 compiles the students' previous knowledge on a series of 20 non-separable phrasal verbs. For each correct use of a given verb in a sentence or definition, the author used check marks (✓) and an "X" is used for mistakes.

Table 4. Learner's level of accuracy in using separable phrasal verbs before instruction

Phrasal verbs	Number of Learners																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	--
1. break up	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	x	✓	✓	8.88
2. bring about	✓	✓	✓	x	x	X	x	x	✓	x	x	x	X	✓	x	✓	x	x	3.33
3. carry on	✓	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	8.33
4. carry out	x	x	x	x	x	X	x	x	x	x	x	✓	✓	x	x	✓	✓	x	7.77
5. fill up	x	x	x	✓	✓	✓	✓	x	x	✓	x	x	X	✓	x	✓	✓	x	4.44
6. give back	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	8.33
7. give up	✓	x	x	x	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7.77
8. hang in	x	✓	x	x	x	X	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6.66
9. keep out	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.0
10. look after	x	✓	x	x	x	X	✓	✓	x	✓	✓	✓	X	✓	x	✓	✓	✓	5.55
11. put away	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	x	X	✓	✓	✓	✓	✓	8.33
12. pass down	✓	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6.66
13. put off	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
14. put out	x	x	x	x	x	X	x	x	x	x	x	✓	X	x	x	x	x	x	5.55
15. take out	✓	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.88
16. toss out	x	x	x	✓	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2.77
17. talk into	x	x	x	x	x	X	x	x	x	x	x	x	X	x	x	✓	x	x	5.55
18. talk over	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	x	✓	9.45
19. try out	✓	x	x	x	✓	✓	✓	✓	✓	x	✓	✓	X	✓	x	✓	✓	x	6.11
20. work out	x	x	x	✓	x	X	✓	x	x	x	✓	x	X	x	x	✓	x	x	2.22
% instrument #1	5.5	4.5	4.0	4.5	6.0	5.5	7.5	6.5	7.0	7.0	7.5	7.5	5.0	8.0	5.0	8.0	7.5	6.5	--

Elaboración Propia

In this case, students were given an instrument (see Appendix A) in which they had to either write a contextualized sentence to show that they know the exact meaning of the target phrasal verb or they were asked to write a precise definition. At this moment, only separable verbs were assessed. Regarding the sentences, although additional grammar mistakes were also corrected, the instructor was interested in the students' appropriate recognition of meaning when defining the verbs as well as their appropriate form and use at the moment of writing meaningful sentences. In the chart, each number on top of the lists corresponds with each student. It is imperative to clarify that only 18 LM-1001 completed *all the five instruments*; for this reason, there is a notorious difference in number, being this a group with 25 students originally.

The level of accuracy was determined with a passing grade of 7.0 or above and a failing grade of 6.5 or below. A color code is used to easily differentiate both passing and failing numbers. To some extent, writing a short definition was somewhat easier than producing original sentences. The first results in Table 4 indicate that the overall accuracy level is 6.80 based on the general list of 20 verbs. Some students seem to over generalize the meaning of verbs such as *work out* and came up with a wrong definition or sentence; this verb had the lowest level of precision (2.22%). Thus, the right column includes the percentage of accuracy for each verb that all the students reached. From the perspective of each LM-1001 student, the table shows that only 8 students out of 18 obtained a passing grade in this instrument; the lowest grade is 4.0.

After a few class sessions, students worked with class material and sample lessons on phrasal verbs, their meaning, form, and use. Later, they were given a second instrument (see Appendix B) that assessed the same phrasal verbs in a way that learners would not notice that those verbs were informally evaluated beforehand. It is important to say that students get familiar with several verbs besides the ones spotted in these instruments. So, the instructor did not focus exclusively on the target ones during the class sessions. The results are summarized in the next chart. From the perspective of verbs, Table 5 indicates that 18 verbs were used correctly by most students on the scale of the passing grade.

Table 5. Learner's level of accuracy in using separable phrasal verbs after instruction

Phrasal verbs	Number of Learners																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	--
1. break up	x	✓	✓	✓	✓	✓	✓	✓	x	✓	x	x	✓	✓	✓	✓	x	x	6.66
2. bring about	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	✓	8.33
3. carry on	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
4. carry out	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	8.88
5. fill up	x	✓	✓	x	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	8.33
6. give back	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
7. give up	x	x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7.77
8. hang in	x	x	✓	x	✓	✓	✓	✓	✓	x	x	✓	x	✓	x	✓	x	✓	5.55
9. keep out	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x	8.88
10. look after	x	✓	✓	✓	x	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.33
11. put away	x	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	8.33
12. pass down	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	8.88
13. put off	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
14. put out	✓	x	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.88
15. take out	x	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.88
16. toss out	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
17. talk into	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	8.88
18. talk over	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	9.44
19. try out	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
20. work out	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	x	✓	✓	✓	8.33
% instrument #3	4.0	8.5	9.5	7.0	8.0	9.5	10	9.0	9.5	8.5	8.0	8.5	9.0	9.5	8.0	10	9.0	9.0	--

Elaboración Propia

After the target population has received formal instruction on separable phrasal verbs, the accuracy level of acquisition seemed to increase in subsequent lessons. The target separable phrasal verbs in this second instrument show an accuracy level of 9.0. The troublesome verbs in this case were *break up* and *hang in*. Furthermore, from the perspective of each student, the accuracy level increased substantially and reached a grade of 9.4, but only one student failed at obtaining a passing grade and got a 4.0 in this instrument. Overall, the level is 8.58 after students received formal instruction.

The next two charts summarize the data obtained regarding the learners' acquisition rate of non-separable verbs including a couple of prepositional verbs as well. Once again, students received a chart (see Appendix C) to write either meaningful sentences based on a definition or, on the other hand, come up with an exact definition based on the content of a sentence. Interestingly, while carrying out this task, a few learners indicated that this was a more challenging task since most verbs were new or confusing. Also, there were lots of grammar mistakes and syntactic errors in learners' original sentences. Table 6 shows that the overall accuracy level is only 6.06 in terms of the list of verbs. Additionally, 10 out of 18 students did not obtain a passing grade. Students were not able to figure out the meaning of *look forward to* in this instrument, and the troublesome verbs in this instrument were *get away with*, *look up to*, *fall apart*, *live on*, *run into*, *show off*, and *take off*. Thus, prepositional phrasal verbs give an additional level of difficulty to most students. On the other hand, from the point of view of these 18 students, the average of accuracy level is 6.0.

After a few class sessions, students were received the fourth instrument (see Appendix D) to assess the acquisition level of non-separable phrasal verbs. There was an evident improvement in this area as the complete list of verbs shows an increase from 6.0 to 7.69 (see Table 7). Interestingly, for some learners it was tough to use certain phrasal verbs in complete sentences (e.g., *give in*, *show off*, *take off*, and *get rid off*), but they successfully use or define *hang out*, *run away*, *stop by*, and *watch over*. As a group, the accuracy level is 7.72, and only 5 learners failed this instrument and got a failing grade.

Table 6. Learner's level of accuracy in using non-separable phrasal verbs before instruction

	Number of Learners																		
Phrasal verbs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	--
1. break down	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	x	8.33
2. come over	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
3. get away with	✓	x	x	x	x	X	✓	✓	x	x	x	x	x	✓	x	✓	x	x	2.77
4. get rid of	✓	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	8.33
5. look forward to	x	x	x	x	x	X	x	X	x	x	x	x	x	x	x	x	x	x	0.00
6. look up to	x	x	x	x	x	X	x	X	✓	x	✓	x	x	✓	✓	✓	x	x	2.77
7. fall apart	x	x	x	✓	x	X	✓	✓	x	✓	✓	✓	x	x	x	x	x	x	3.33
8. fit in	✓	x	x	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	8.66
9. give in	✓	x	x	x	x	✓	✓	X	x	✓	✓	✓	✓	x	x	x	x	✓	4.44
10. hang out	✓	✓	✓	✓	✓	✓	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	x	8.33
11. live on	x	x	x	x	x	X	✓	X	✓	x	x	✓	x	x	x	✓	✓	✓	3.33
12. pull through	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	7.77
13. rely on	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	8.88
14. run away	x	✓	x	✓	✓	✓	✓	X	x	x	✓	✓	✓	✓	✓	✓	✓	✓	7.22
15. run into	x	✓	x	✓	x	X	x	✓	✓	✓	x	x	x	x	x	✓	x	✓	3.88
16. stay up	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	x	7.22
17. show off	x	x	x	x	✓	✓	x	✓	✓	x	✓	x	x	✓	x	x	✓	x	3.88
18. stop by	✓	x	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	7.77
19. take off	x	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	✓	6.66
20. watch over	✓	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	8.33
% instrument #2	5.5	3.5	2.5	4.5	5.0	6.5	7.0	7.5	7.5	6.5	8.0	7.5	5.5	7.0	4.0	8.0	7.0	5.0	--

Elaboración Propia

Table 7. Learner's level of accuracy in using non-separable phrasal verbs after instruction

	Number of Learners																		
Phrasal verbs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	--
1. break down	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
2. come over	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.88
3. get away with	x	x	✓	x	✓	X	✓	✓	✓	✓	x	✓	✓	✓	x	✓	✓	✓	6.66
4. get rid of	x	x	✓	x	x	✓	✓	X	✓	✓	✓	✓	x	x	✓	✓	✓	x	5.55
5. look forward to	✓	x	✓	✓	x	✓	✓	X	✓	✓	x	✓	✓	✓	x	✓	✓	x	6.66
6. look up to	✓	✓	✓	✓	✓	X	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	8.88
7. fall apart	✓	x	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	x	x	✓	✓	✓	7.22
8. fit in	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	✓	✓	x	✓	✓	✓	8.33
9. give in	x	x	x	x	x	X	x	X	x	x	x	x	✓	x	x	✓	x	✓	1.66
10. hang out	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
11. live on	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	8.88
12. pull through	x	✓	x	x	x	✓	✓	X	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	6.66
13. rely on	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
14. run away	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
15. run into	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	x	x	x	✓	✓	✓	7.77
16. stay up	x	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	6.5
17. show off	x	x	✓	x	x	✓	x	✓	✓	✓	✓	x	x	✓	x	✓	✓	✓	5.55
18. stop by	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
19. take off	x	✓	x	x	x	✓	✓	✓	✓	x	✓	✓	x	x	x	✓	✓	✓	5.55
20. watch over	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
% instrument #4	5.0	6.0	8.0	6.5	7.0	8.5	9.0	8.0	8.5	6.5	7.5	9.0	8.0	7.5	5.5	10	9.5	9.0	--

Elaboración Propia

Once the target group carried out all the sample lessons and exercises regarding this topic, the author administered a quiz (see Appendix E) to evaluate 10 separable and 10 non-separable verbs. These verbs were chosen from the first instruments, but obviously learners were asked to study all the content seen during the second part of the semester regarding phrasal verbs, their meaning and use. The reason why these verbs were specifically chosen relies on the fact that they were the most problematic for students during this part of the course at the moment of carrying out the assessment instruments. The chart below includes the target verbs to be formally evaluated:

Table 8. Target Phrasal Verbs (Formal Evaluative Instrument)

Separable Phrasal Verbs	Non-separable Phrasal Verbs
1. bring about 2. fill up 3. give up 4. look after 5. pass down 6. put off 7. put out 8. toss out 9. try out 10. work out	1. come over 2. get away with 3. get rid of 4. look up to 5. give in 6. pull through 7. run into 8. take off 9. watch over 10. watch out

Elaboración propia

In relation to the components of this quiz, students carried out four different types of exercises. First, they were asked to rewrite the content of sentences in a way that the underlined part includes the correct phrasal verb taken from a word bank. Secondly, they read a set of five questions; then, they had to circle the answer that correctly matches the meaning of the phrasal verb in each sentence. In the case of the third exercise, they had to complete a set of sentences with the phrasal verbs from a word bank. Finally, the fourth exercise included five phrasal verbs so that students create their own original and contextualized sentences to show they knew their meaning. Table 9 shows the final results obtained by the 18 students.

Table 9. Evaluative instrument (separable and non-separable phrasal verbs)

Phrasal verbs	Number of Learners																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	--
Separable Phrasal Verbs																			
1. bring about	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
2. fill up	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
3. give up	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	x	x	7.77
4. look after	x	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.33
5. pass down	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
6. put off	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	8.88
7. put out	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
8. toss out	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
9. try out	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
10. work out	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
Non-Separable Phrasal Verbs																			
11. come over	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
12. get away with	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	x	✓	✓	✓	7.77
13. get rid of	x	x	x	✓	✓	✓	✓	✓	✓	✓	x	✓	x	✓	x	✓	✓	✓	6.66
14. look up to	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	8.33
15. give in	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	8.88
16. pull through	x	x	x	x	x	✓	✓	✓	x	✓	x	✓	✓	✓	x	✓	✓	✓	5.55
17. run into	x	✓	x	x	✓	✓	✓	✓	✓	x	✓	✓	x	x	x	✓	✓	✓	6.11
18. take off	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.44
19. watch over	✓	✓	✓	✓	x	✓	✓	✓	✓	x	x	x	✓	✓	✓	x	✓	✓	7.22
20. watch out	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	8.88
% instrument #5	5.0	7.0	8.0	8.0	8.5	9.5	10	9.5	9.5	9.0	8.0	9.5	8.0	9.0	7.5	9.5	9.5	9.5	--

Elaboración Propia

The results of the quiz were evident. In fact, from the perspective of the list of verbs, 18 verbs out of 20 were used correctly as they appear in Table 9. The only two verbs that show a failing grade were *pull through* and *run into*; however, a few students struggled with three phrasal verbs: *give up*, *get away with*, and *watch over*. On the contrary, from the point of view of the students, only one student obtained a failing grade (5.0). The accuracy percentage of the rest of the group is 87,94 regarding this short test.

In the course LM-1001 Integrated English I, there are two grammar exams. The second test included an exercise to evaluate phrasal verbs. The chart below (Table 10) shows that the five target verbs reached an accuracy level (from the perspective of the 18 students) of 81.11, and only one student did not use any of the verbs correctly. Once again, there is an evident improvement due to extensive instruction.

Table 10. List of Phrasal Verbs Evaluated in the Grammar Test

Learners	Phrasal Verbs					% accuracy
	break (it) down	bring (her) back	get away with (them)	break up with (me)	care (so much) about (the environment)	
1	X	x	X	x	X	0
2	X	✓	✓	✓	✓	80
3	✓	x	✓	✓	✓	80
4	✓	✓	✓	✓	X	80
5	✓	✓	✓	✓	✓	100
6	✓	x	✓	✓	✓	80
7	✓	✓	✓	✓	✓	100
8	✓	✓	X	✓	✓	80
9	X	✓	✓	✓	✓	80
10	✓	✓	✓	✓	✓	100
11	✓	✓	✓	✓	✓	100
12	✓	✓	✓	✓	✓	100
13	✓	✓	✓	✓	✓	100
14	✓	✓	✓	✓	✓	100
15	✓	✓	✓	✓	✓	100
16	✓	✓	✓	✓	✓	100
17	✓	✓	✓	✓	✓	100
18	X	✓	✓	✓	✓	80
% accuracy	7.77	83.3	88.8	94.4	88.8	--

Elaboración Propia

6. Comments on the Sample Lesson

The following sample lesson complements the seventh lesson of the course units. One of the main objectives of this material is to present and teach some phrasal verbs in context by using samples of authentic language. The authentic materials consisted of magazine advertisements and newspaper headlines. Sample activities 1 and 2 attempt to help learners get acquainted with the meaning of phrasal verbs in their context. Sample activity 3 is based on authentic language as learners read a series of magazine covers and underline all the phrasal verbs; then, they come up with a short definition for each verb. The following activity takes place at the computer lab as students look for sample covers that contain at least one phrasal verb. Also, they must define each verb and write an original sentence using the same phrasal verb in context. At the lab, learners use the multimedia projector or smart board to present their sentences.

To establish cooperative learning, group work is also part of the teaching/learning process. To achieve this, students get in small groups and create their own magazine covers in which phrasal verbs are incorporated to complete sample activity 5. Once again, they do this at the computer lab to facilitate the designing process. Also, students may choose a topic they find interesting or appealing such as sports, nutrition, computer equipment, home improvement, video games, health, gardening, and the like. The second part of the lesson is also conducted at the computer lab. Students are given a set of authentic newspaper headlines (sample activity 6) so that they define the phrasal verbs in boldface. In relation to sample activity 7, students surf the Net and look for newspaper headlines that include at least one phrasal verb; they need to define the verb as well. Then, they are asked to read the content of the article to present its main ideas orally in front of the class. Because this is time consuming, this part of the lesson may be divided into two sessions. Finally, sample activity 8 is a follow-up speaking task in which learners work in pairs and take turns to ask a series of questions. In this case, they must use the given phrasal verbs in their answers orally.

Sample Lesson: Magazine Advertisements and Newspaper Headlines

Sample Activity 1. Pair work. Read the sentences below; underline the phrasal verb they contain. Then, match each sentence with the correct definition of each phrasal verb.

1. Before purchasing the best and most innovative video games, come to our store and **gear** your desktop computer **up**. (___)
2. If you want to find the freshest, healthiest, and most delicious produce, visit the Green Market and **fill** your cart **up** on organic veggies and fruits. (___)
3. Do you need to **speed up** the performance of your laptop computer? Learn about ten tips to do so. (___)

4. How many times have you **given up on** your workout routines? Visit our Nutrition Center and get a free nutrition consultation now. (___)
5. Don't spend on new equipment! **Power** your system **up** with the best computer accessories and peripherals. Visit our online store. (___)
6. Get our newest operating system for your company network. It will certainly **blow away** all your expectations. (___)
 - a. Prepare or get ready
 - b. Load or stack with something
 - c. Please or surprise to a high level
 - d. Supply better components to a machine
 - e. Make something function faster and more efficiently
 - f. Stop hoping that something will achieve what you expect

Sample Activity 2. Individual work. Some people are scanning magazine ads because they want to find the best products for their needs. Which phrases would fit each potential customer's situation? Fill in the blanks with the correct verb. There is an extra one.

get ahead with carry on give up carry out slim down

1. Worried about home security? _____ your trips while *HomeSafe* monitors your property.
2. Don't _____ on learning foreign languages. Easy Language is the solution!
3. Want to _____ with your professional career. Start an online degree with us!
4. If you need to _____ after the holidays, get a free nutrition consultation now!

Sample Activity 3. Scanning ads. Read the following pieces of advertisements and underline the phrasal verb. Then, in pairs, write a short definition based on the context of the original advertisement. Be read to share your definitions with the rest of the class.



*Adapted from *PlayStation Magazine*



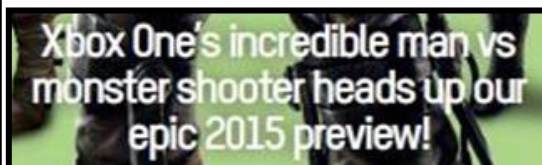
*Adapted from *Custom PC Magazine*



*Adapted from *Eating Well*



*Adapted from *PC Advisor*



*Adapted from *XBOX Official Magazine*



*Adapted from *Triathlon Magazine*



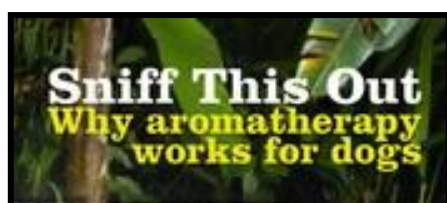
*Adapted from *Men's Health*



*Adapted from *PC Power Play*



*Adapted from *ESPN Magazine*



*Adapted from *Chicago Home+Garden*



*Adapted from *Men's Health*



*Unknown source

(*) Images of advertisements adapted and used for educational purposes only

Sample Activity 4. Computer lab session

Surf the Net and look for three magazine covers that contain phrasal verbs. Look for magazines with appealing topics for you (sports, computer equipment, video games, health, and the like). For each phrasal verb, write a short definition according to the context of the topic; then, write an original, contextualized sentence in which you demonstrate that you fully understand the meaning of each verb. Keep in mind that some verbs may be separable or non-separable. Get ready to present this with the multimedia projector.

Sample Activity 5. Group work. Create your own magazine cover or piece of advertisement in which you incorporate phrasal verbs. You may use the verbs studied in class. Be ready to present your design to the rest of the class.

Sample Activity 6. Defining phrasal verbs. Read the following newspaper headlines. Then, using your dictionary, look for the closet meaning of the phrasal verb in each headline. Write the definition next to the headline. Work in pairs.

*“Ryan Says He Would **Run for** Speaker if G.O.P. Unites” (Taken from The New York Times)*

*“Kevin Merida of Washington Post Will **Take Over** ESPN Project” (Taken from The New York Times)*

*“Nazis killed Simon Goodman's grandparents and stole their art; new book tells how he **got some of it back**” (Taken from Los Angeles Times)*

*“Costa Rica's Public Security Minister **calls for** new organized crime unit after spike in killings” (Taken from The Tico Times)*

*“Brazil **pulls out** of electoral mission to Venezuela” (Taken from The Washington Post)*

*“New Joint Chiefs chairman **looks over** war zone in Iraq” (Taken from The Washington Post)*

*“5 Foods You're Spoiling By **Putting In** the Refrigerator” (Taken from The Reader's Digest)*

Sample Activity 7. Computer lab session

Part A. Surf the Net and look for two newspaper articles that contain phrasal verbs. Look for articles with appealing topics for you. For each phrasal verb, write a short definition according to the context of the topic.

Part B. Get ready to explain the content of one of the newspaper articles to the rest of the class. Fully explain its headline and the meaning of its phrasal verb.

Sample Activity 8. Speaking task. In pairs, discuss the content of the following questions.

STUDENT A

Ask your classmate each question. Try to ask follow-up questions if possible.

1. What valuable object have you **broken up** recently? What happened?
2. What kind of problems does pollution on campus **bring about** to students?
3. Will you **carry on** studying this major? What courses would you register next year?
4. What activities do you want to **carry out** during vacation?
5. How much does it cost to **fill up** the tank of a car in Costa Rica?
6. What have you done to **give** something **back** to society?
7. What have you **given up** recently (e.g., a course or a book)? Why?
8. What was the last time you **hung in** an assignment after the due date?
9. Who do you always **keep out** your bedroom? Why?
10. Who was the last person or pet that you **looked after**?

STUDENT B

Ask your classmate each question. Try to ask follow-up questions if possible.

1. What have you **put away** recently?
2. What meaningful possession would you like to **pass down** in your family in the future? Who will you give them to?

3. What do you normally say or think when your girlfriend/boyfriend **puts off** an important activity?
4. Have you ever **put out** a fire at home or somewhere else? What happened?
5. How often do you **take out** the garbage bags at home?
6. Have you ever **tossed out** anything recently?
7. Have you ever **talked** your siblings **into** doing the housework for you? Did they obey?
8. When you have a problem with another person, how do you **talk it over**?
9. Would you like to **try out** a particular cell phone model or computer? Which one? Why?
10. Have you ever had a serious conflict with another person that did not **work out** well? What happened?

Recommendations for EFL instructors and Conclusion

It is useful for novice instructors of LM-1001 Integrated English I to consider the following suggestions when teaching phrasal verbs:

- a. Phrasal verbs should be taught in context with the implementation of authentic materials (e.g., recipes, manuals, newspapers, magazine covers, and the like). These verbs should be contextualized in appealing and interesting topics for young learners (e.g., technology, computing, video games, health, and so on).
- b. An integration of several language skills is a must, especially at the moment of putting phrasal verbs into practice in the oral mode so that the avoidance strategy is minimized. It is a must to reinforce the course materials so that learners go beyond the written exercises found in their books.
- c. Since this type of population is highly heterogeneous, it is important to implement and administer a placement test to determine students' level of proficiency, especially in the course LM-1001 Integrated English I.
- d. Novice EFL learners should consult a dictionary to become aware of the different meanings of phrasal verbs; in fact, "good dictionary skills for finding and working through the various meanings and uses of the phrasal verbs they [learners] encounter are also important" (Lessard-Clouston, 1993, p.8-9).
- e. To establish learner autonomy regarding the study of phrasal verbs, students may use flashcards as a learning strategy. These "cards are a reliable source for self-study and the students know precisely why each card is in the box and are able to evaluate which word to focus on" (Coxhead, 2006, p.42). By doing so, learners may easily consult the meaning, form, and use of phrasal verbs.

Even though learning phrasal verbs is challenging and difficult for EFL novice and low-intermediate students, the results mentioned in this small-scale study demonstrated the positive effect of constant, explicit and formal instruction on these students' acquisition of the target phrasal

verbs. This occurred although absenteeism was an important drawback in this kind of English course. Again, it is important for instructors to select, design, and prepare appropriate materials and activities (controlled, semi-controlled, and guided exercises) to help learners assimilate this content and become autonomous students in the teaching-learning process. By using authentic and appealing materials to present phrasal verbs in context, learners will certainly benefit from a motivating and meaningful content and engage more actively in class.

References

- Baker, L. et al. (2003). *Interactions 2: Integrated Skills Edition*. New York: McGraw Hill.
- Brooks, M. (2011). *Q: Skills for Success. Listening and Speaking*. New York: Oxford University Press.
- Chen, J. (2007). On how to solve the problem of the avoidance of phrasal verbs in the Chinese context. In *International Education Journal*. 8(2), 348-353.
- Retrieved August 10, 2015 from <http://iej.com.au>
- Coxhead, A. (2006). *Essentials of Teaching Academic Vocabulary*. Boston: Heinle, Cengage Learning.
- Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Michigan: The University of Michigan Press.
- Hart, C. (2009). *The Ultimate Phrasal Verb Book*. New York: Barron's.
- Hasbún, L. The Effect of Explicit Vocabulary Teaching on Vocabulary Acquisition and Attitude Towards Reading. In *Revista Actualidades Investigativas en Educación*, 5 (2). Retrieved August 2, 2015 from <http://revista.inie.ucr.ac.cr/index.php/aie/article/view/69>
- Lessard-Clouston, M. (1993). Catching on: Understanding Phrasal Verbs for ELT. *ELT Teaching: A Journal of Theory and Practice*, 15, 5-9
- Marks, J. (2006). Wildly Irregular or no Longer Insuperable? In *Macmillan Education Magazine*. Issue 36 Retrieved July 15, 2015 from <http://www.macmillandictionaries.com/MED-Magazine/March2006/36-MED-Magazine>
- McCarthy, M. and O'Dell, F. (2007). *English Phrasal Verbs in Use*. Cambridge: Cambridge University Press.
- McVeigh, J. and Bixby J. (2011). *Q: Skills for Success. Reading and Writing*. New York: Oxford University Press.
- White, L. (1995). The logical problems of second language acquisition. In *Universal Grammar and Second Language Acquisition* (78-93). Amsterdam, PA.: John Benjamins.
- Walter, E. (Ed.) (1997). *The International Dictionary of Phrasal Verbs*. Cambridge: Cambridge University Press.

APPENDIX A
Separable Phrasal Verbs (Part A)

Name: _____

How much do you know about phrasal verbs? Complete the chart with either a sentence or a definition for each phrasal verb. In order to write the definitions of the phrasal verbs, you need to consider the context with the sentence.

Verb	Sample sentence	Definition of phrasal verb
1. Break up		To fracture into many pieces
2. Bring about	The financial crisis will definitely bring about problems such as unemployment and poverty.	
3. Carry on		To continue
4. Carry out	My group will carry out a project on waste management	
5. Fill up		To load
6. Give back	Recycling is an excellent way to give back a little to the environment.	
7. Give up		To quit or abandon
8. Hang in	For our next meeting, everybody will have to hand in a written report on the latest changes.	
9. Keep out		To not allow someone to enter, deny access
10. Look after	I looked after Gabriel's cats while he was on vacation last summer.	
11. Put away		To put in its usual place
12. Pass down	The company's president will turn 80 next month. So, he is planning to pass it down to his oldest son.	
13. Put off		To postpone
14. Put out	Before visitors leave the camping site, they must put out the bonfire to prevent a forest fire.	
15. Take out		To place something outside
16. Toss out	Gee! This is gross! This chicken has a disgusting smell. Just toss it out !	
17. Talk into		Persuade or entice
18. Talk over	Before sending this complain letter, why don't you talk it over with your supervisor first?	
19. Try out		To use to see if something functions properly
20. Work out	Don't work! Your conflict is going to work out well in the end.	

APPENDIX B
Separable Phrasal Verbs (Part B)

Name: _____

How much did you learn about separable phrasal verbs? Complete the chart with either a sentence or a definition for each phrasal verb. In order to write the definitions of the phrasal verbs, you need to consider the context with the sentence.

Verb	Sample sentence	Definition of phrasal verb
1. Break up	Their family business has finally broken up , and each part was sold to different buyers.	
2. Bring about		To have effects or consequences
3. Carry on	I am exhausted! I will carry on doing this paper on Monday.	
4. Carry out		To do or complete
5. Fill up	Her cafeteria is so attractive that during the opening, it filled up with customers in minutes.	
6. Give back		Give something in return
7. Give up	My friend finally gave up training for the competition. He made endless excuses for this.	
8. Hang in		Present or submit stg. to someone else
9. Keep out	The workers are building the wall panels, so everybody has to keep out .	
10. Look after		To take care of stg or so for some time
11. Put away	Michael, please put away all your toys in the cabinets. This room is a mess.	
12. Pass down		To inherit or give stg to someone
13. Put off	The exam had to be put off because the professor is sick. The new date will be announced today.	
14. Put out		To extinguish
15. Take out	I need to take the recycling bins out before the garbage collector arrives.	
16. Toss out		To throw away
17. Talk into	I talked my younger brother into cleaning my room for a month, but he was not so convinced.	
18. Talk over		To discuss in order to

		solve a problem
19. Try out	I tried out the new printer for a week, but I noticed that it runs out of ink quickly. I'm not buying it.	
20. Work out		To try to find a solution to a conflict

APPENDIX C

Non-separable Phrasal Verbs (Part A)

Name: _____

How much do you know about phrasal verbs? Complete the chart with either a sentence or a definition for each phrasal verb. In order to write the definitions of the phrasal verbs, you need to consider the context of the sentence.

Verb	Sample sentence	Definition of phrasal verb
1. break down		To stop functioning
2. come over		To visit a person's place
3. get away with	I can't believe it! My little brother got away with telling a silly excuse.	
4. get rid of		To dispose or throw away something
5. look forward to		To anticipate or plan something
6. look up to	Maria has always looked up to her mother.	
7. fall apart	My dictionary is falling apart. This is the last time a purchase a used book.	
8. fit in		To feel that you belong to a group
9. give in	Did the employer finally give in to the employees' demands?	
10. hang out	I prefer to hang out with my people around my age.	
11. live on		To support oneself financially
12. pull through		To recover from a serious disease
13. rely on		To need or depend on something or someone
14. run away	In some countries, girls prefer to run away to avoid arranged marriages.	
15. run into		To meet someone by chance
16. stay up		To remain awake
17. show off	At the gym, some guys try to show off so that women notice them.	

18. stop by	If I have time, I'll stop by the hospital and see if she needs something.	
19. take off		Something (e.g. a family business) that becomes very successful
20. watch over	I just need to deliver this package. Would you watch over my belongings, please?	

APPENDIX D

Non-separable Phrasal Verbs (Part D)

Name: _____

How much did you learn about non-separable phrasal verbs? Complete the chart with either a sentence or a definition for each phrasal verb. In order to write the definitions of the phrasal verbs, you need to consider the context of the sentence.

Verb	Sample sentence	Definition of phrasal verb
1. break down	Her brand-new vehicle broke down , so she took it back to the dealer to enforce its warranty.	
2. come over		To come to someone's place
3. get away with		To succeed in avoiding punishment for doing something
4. get rid of	I got rid of my annoying little brother by telling him that there was a monster under the sofa.	
5. look forward to	Tony is looking forward to start a doctoral degree next year.	
6. look up to		To admire someone
7. fall apart	My favorite pair of tennis shoes fell apart as soon as I finished the marathon.	
8. fit in	It is no surprise Mrs. García is leaving the country club. Everybody knew she never fitted in .	
9. give in		To quit or surrender
10. hang out		To interact or go out with others
11. live on	Since Mario got fired three months ago, she has been living on her wife's low salary.	
12. pull through	The doctors said that the surgery was successful, and they are just expecting my wife her to pull through .	
13. rely on		To depend on something
14. run away		To escape from a difficult situation
15. run into	While I was shopping at City Mall, I run into my old buddy Luis. I had not seen him in decades.	
16. stay up	I stayed up until dawn in order to work on my thesis.	

17. show off		To do something (annoying) in order to attract others' attention
18. stop by		To go to a place for a short time when you are going somewhere else
19. take off	I couldn't believe my restaurant would take off so soon. I guess people love my grandma's recipes.	
20. watch over	The President had a team of bodyguards watching over him every second throughout his visit.	

APPENDIX E: EVALUATIVE INSTRUMENT

Escuela de Lenguas Modernas

LM-1001 Inglés Integrado I

Name: _____ Points: ____/20 Grade: _____

Part 1. Rewrite the sentences changing the underlined part with the correct phrasal verbs from the list below to keep the original meaning. There are extra verbs. Do not repeat any verb. You may use ellipsis [...]. **(5 points)**

look for look at giving up giving in look after
bring about look up to passed away passed down fill up

1. To spend money on unnecessary items will cause serious changes in one's economy, especially during Christmas.

2. Since a major increase on fuel will start at midnight, I would rather load the tank of my car right now.

3. Quitting his new position is the last action I expected the new employee to do.

4. It was absolutely exhausting to take care of my girlfriend's five dogs for a week.

5. In Costa Rica, there are many folktales that were transmitted from older to younger generations orally.

Part 2. Read the sentences. Then circle the answer that best matches the meaning of the phrasal verb in each sentence. **(5 points)**

1. Ernesto was trying to have an excuse to put the moment off when he had to tell her he was fired.
 a. not to procrastinate b. arrange for a later time

2. It took the crew two hours to put the blaze out.
a. stop from bursting into flames b. fire up something
3. I tossed the pork chops out since they spoiled.
a. discard b. turn the meat around to brown it
4. David is looking forward to trying his new iPhone 6s out.
a. break up into pieces b. put to a test
5. We've worked this divergence out. Communication is the key.
a. overcome a conflict b. start a disagreement

Part 3. Complete the sentences with the phrasal verbs from the word bank. Use each phrasal verb once. Do not repeat any verb. (5 points)

look up to - get rid of - get away with - give in - come over

1. Why don't you _____ for dinner? We could chat about the good times.
2. I can't believe corrupted politicians in C.R. break the law and _____ it.
3. When we were working on our *tesina*, we had to _____ Mario because he was lazy, irresponsible, and useless.
4. Most students _____ Franklin Chang Díaz because he is seemed as a role model in this country.
5. The world leaders should never _____ to terrorists' demands.

Part 4. Write a complete and meaningful sentence using the phrasal verbs below. Give enough context to each sentence to demonstrate that you really know the meaning of each phrasal verb.

Check verb tenses. (5 points)

1. pull through: _____

2. run into: _____

3. take off: _____

4. watch over: _____

5. watch out: _____
