

Chapter One

Introduction

1-1 Introduction

Phrasal verbs are commonly applied to two or three distinct, but related constructions in English; a verb and a particle and /or a preposition co-occur forming a single semantic unit .This semantic unit can not be understood based upon the meaning of the individual parts in isolation, but rather it can be taken as a whole.

In other words, the meaning is non-compositional and thus unpredictable .phrasal verbs that include a prepositional verbs that include a particle are also known as particle verbs .Additional alternative terms for phrasal verbs are compound verb ,verb-adverb combination , verb-particle construction ,two-part word verb ,and three-part word verb.

When we use phrasal verbs, we use them like normal verbs in sentence, regardless if it is a regular or irregular verb. There are at least three types of phrasal verb constructions depending on whether the verb combines a preposition, particle or both.

The word constituting the phrasal verb constructions in the following examples:

Verb + preposition [prepositional verbs] e.g.

Who is looking after the kids

After is a preposition that introduce the prepositional phrase **after the kids**

Verb + particle {**particle phrasal verb**}

They brought that up twice, up is particle not a preposition

Verb +particle + preposition {particle –prepositional phrasal verb }

Who can put up with that?

Up is a particle and with is a preposition

The difference between these types of phrasal verb lies with the status of the element [s] that appear in addition to the verb.

When the element is a preposition, it is a head of the full prepositional phrase and the phrasal verb is thus prepositional phrasal verb. When the element is a particle, it can not (or no longer) be construed as a preposition, but rather is a particle because it does not take a complement . Finally, many phrasal verb are combined with both preposition and a particle.

1-2 Statement of the problem

Phrasal verbs cause such problem for Sudanese English students due to the lack of combination between the verb and the preposition that give the real sense of the phrase and sometimes used to separate between the phrase and they use to grasp the verb isolated and also think about the preposition at the same way that make the problem of understanding the whole sense and meaning of the phrase ,however the researchers try to deal with problem ,so as to find out the radical such solution for this critical problems that encounter our students .

1-3 objectives of the study

1-To investigate of the use of phrasal verbs by students of Sudan University of Science and Technology first year.

2-To discover the ability of students of Sudan University of Science and Technology first to use phrasal verbs in written and spoken language correctly.

3-To find out how drills can help students of Sudan University of Science and Technology of first year to use phrasal verbs correctly and effectively.

1-4 Questions of the study

1-To what extent the students of Sudan University of Science and Technology of first year use the phrasal verbs effectively and properly?

2- How can students Sudan University of Science and Technology of first year use the phrasal verbs in written and spoken language correctly?

3-To what extent drills can help and encourage students to use phrasal verbs correctly and effectively in written and spoken language?

1-5 Hypothesis of the study

1-The students of Sudan University of Science and Technology of first year can not use the phrasal verbs effectively and properly.

2-The students of Sudan University of Science and Technology of first year unable to use phrasal verbs in written and spoken language correctly.

3-Drills can help and encourage students to use the phrasal verbs correctly and effectively.

1-6 Significance of the study

This study has many benefit for both learners and teachers .The result of the study expected to help EFL learners and increase their understanding of phrasal verb and it can also be useful to EFL teachers as they identify the most difficult items of phrasal verbs.

1-7 Limitation of study

This study will be confined in Sudan University of Science and Technology of Science and technology first year EFL students 2016.

Chapter Two

Literature Review

2-1 Introduction

This chapter reviews literature and previous studies related to phrasal verbs. Include the historical background of phrasal verb, evaluation of the phrasal verbs, syntactic patterns of phrasal verbs, some key verbs in phrasal verbs and previous studies.

2-2 Historical background of English phrasal verbs

Before moving to the historical background of English phrasal verb, it is necessary to know the definition of phrasal verb and similar concepts in present-day English.

Lamont{2005} argues that phrasal verbs in present day English ,are verbs that take complementary particles ,in other words , an adverb resembling a preposition ,necessary to complete a sentence. A common example is the *verb “to fix up”*: *he fix up the car*. The word “up” here is a particle not a preposition, because “up” can move: *He fixed the car up*. This movement of the a particle “up” distinguishes it from the preposition “up” ,because the forms of the particle and preposition are themselves identical ,it is easy to confuse phrasal verbs with similar looking type of verb . A prepositional verb takes a complementary prepositional phrase .Movement verbs are readily identifiable examples :the verb “to g” is intransitive , and without the benefit of the context ,it can not operate in a complete sentence ,only when accompanied by a subject .One can not say “I went” and expect to satisfy a listener without including a prepositional phrase of place of place , such as “I went to the store ”.Prepositional verbs are immediately distinguishable from in of movement , as prepositions can

not after their objects. It is not possible to say “I went the store to”, and so “went” is a prepositional verb.

2-3 Ancestors of phrasal verb in Old English

Lamont reports that old English, generally, did not possess phrasal verbs as they are found in present-day English. They did exist, although they were rare. Much more common in Old English was the inseparable prefix verb, a form in which particle was attached to the beginning of the verb. These Old English prefixed verbs are directly comparable to current phrasal forms. For example, in present-day English, there is the mono-transitive verb “to burn” and the mono-transitive verb “to burn up”. Old English had “barnan” (to burn) and “for barnan” (to burn up). The prefix “for” remained affixed to the verb and could not move as modern particles can. Such Old English compound verbs were also highly idiomatic, in that the meaning of the compound form did not necessarily reflect the meaning of the root. Denison (1993) provides “beradan” as an example because it meant “to dispossess” while its root verb “radan” meant “to advise”. The phenomenon still survives to the day in the principle “forlon”, as well as the verb “understanding” which does not in present-day English mean “to stand under neath” (something), but idiomatically “to comprehend”. Some Old English verbs did function similarly to modern phrasal verbs. Denison point out that Koopman found and analyzed examples of Old English phrasal verbs with post-verbal particles. In the chronicles of English, the speaker says, “**ac he teach forth pa his eadan wrenceas**”, but (he drew forth his old tricks). Hence, there was an Old English the rare incidence of phrasal verbs with post-verbal particles. However, Denison notes that in such examples the meaning of the post-verbal particles in this period was still often very directional and functional in close relationship with prepositional meaning. Therefore, applications the particle “up” in Old

English conveyed a sense of direction –up ward – as in “to grow up (word)” rather than the completive sense as in “to break up (completely)” . Lamont also argues that , the introduction of phrasal verbs in Middle English as a productive form, the formation of prefixed verbs was no longer productive in Middle English , and the loss of productivity was already evident in Old English , in which certain authors added a post-verbal particle to prefixed verbs, possibly because the prefix was losing the meaning , stress patterns also likely accounted for this shift , as prefixes in Old English compound verbs were unstressed , while post-verbal particles carried stress , making them stronger and thus preserving their lexical value . The rapid borrowing of French verbs that could fill the semantic fields of Old English prefixed verbs. For example, the French borrowing “destroy” could accommodate the meaning of Old English “forbreccan” (**break up**). French form also likely hindered phrasal verbs because of lexical register. By late Middle English phrasal verbs could be divided into three categories :a-Old English style :inseparable particle plus verb (understand and overtake) ; b- phrasal verbs including verb plus separable particle (take up ,write up) ;and c- the nominal compounds derived from the first two (outcry , write off).

The incidence of phrasal verbs exploded in early modern English. Shakespeare himself applied the form widely throughout his plays, in which 5744 phrasal verbs have identified throughout the body of his work. He explains that phrasal verbs were used extensively in early modern English dramatic texts because of their variable shades of meaning, which made them productive to expand to form new idioms. However, phrasal verbs continued to become entrenched. Stage-three compound noun a rose, such as “break down” and “come back” . The stress on the particle in the verbal form (we say, “I have to break down these boxes”) moved from the particle to the verbal component when the compound acted as a noun (as in “he had a break down”). Phrasal verbs in early modern English also

could be formed with a noun plus a particle, such as “to louse up”. It was in this period that pronominal object was firmly established before particle, (“she put it on”, not she put on it)) as the standard practice, while nominal objects retained their movement before and after the particles (she put the dress on \ she put on the dress).

2-4 Phrasal verbs in present-day English, and Regional variation

Phrasal verbs are still currently productive, and there has been a rise of more complex forms the three-part phrasal-prepositional verbs which includes a verb, a post-positioned particle and a complementary prepositional phrase. Examples of the first type include “put up with” and “do away with”, which qualify as phrasal verbs because they can be translated by the single Latinate verbs (“to tolerate”) and “polish”, although their particles are not moveable; “I put up with traffic everyday ” , not “I put with traffic everyday” . A second variation of phrasal prepositional verbs in present-day English takes a moveable particle around a noun-phrase direct object as a complementary prepositional phrase, as in “she fixed her friend up with her cousin”, not “she fixed up her friend with cousin” . The notable distinctions from the first type are (1) that the particle can move because (2) there is an explicit direction. (Lamont, 2005)

2-5 the evolution of phrasal verbs

Phrasal verbs have roots back in the earliest Old English writing , where verbs with short adverbs and prepositions were used in very literal sense showing mostly the direction , place or physical orientation of a noun in sentence (Spasov ,1966 ; Hillard, 1971; Kennedy ,1920; Meyer, 1976) ,such as in the following example :

The boy walked out ((direction))

But they also specified a relationship between the verb and the object in the sentence.

“They army charged up the hill”. ((Direction))

“The painter stood by the house” ((place))

“The thief climbed out the window”.((direction))

“The woman hung the pot over the fire” .((physical orientation))

Over the centuries, the combination of verbs with short adverbs and prepositions increased, and their meanings diversified by imperceptible degrees. Eventually, they came to be the most productive means for the creation of new verbs that exist in modern English (Konishi ,1958; Mkkai,1972) . To illustrate this diversification of meaning, below are presented some of nuances that the short adverb out acquired over several centuries:

In the ninth century ,it had the literal meaning of “toward the outside” such as in “walk out” and “ride out ” .By the fourteenth century ,out had added the idea of making something audible such as in “cry out ”and “call out”. By the fifteenth century, it had added the idea of bringing something to extinction such as in “died out” and “burn out”. By the sixteenth century, it had added the idea of apportioning something to everyone, such as in “pass out” and “parcel out”. Finally by the nineteenth century ,it had acquired the idea of removing the contents of something such as in “clean out ” and “rinse out” .((Oxford English dictionary 1979))

2-6 Syntactic patterns of phrasal verbs

The possible syntactic patterns that accommodate phrasal verbs are varied, but the following four are considered basic:

1-verb adverb (VA)

2- verb adverb object (VAO)

3- verb object adverb (VOA)

4- verb preposition object (VPO)

Pattern 1: verb adverb (VA) :

This is the shortest and simplest pattern, consisting of only a verb (V) and a short adverb (A) .The combination is abbreviated as VA . Some examples include:

“wash up ”

“buckle up”

“take off”

“look out”

“break down”

Pattern 2: verb adverb object (VAO):

If you add direct object to previous pattern, the result is a verb-adverb – object sequence, abbreviated as VAO :

“Wash out the pot”

“blow up the bridge”

“tear down the building ”

“hang up your coat”

“put out the fire”

Pattern 3 : verb object adverb (VOA) :

If you move the adverb to the right side of direct object the result is a verb-object-“wash the pot out ”

“blow the bridge up”

“tear the building down ”

“hang your coat up ”

“put the fire out”

Patterns VAO and VOA are often considered variants of each other with the short adverb appearing either before the direct object (VOA) with no discernible difference in meaning. Observe these two phrasal verb patterns with identical meaning:

“take off your hat”

“put on your shoes”

“put your shoes on”

2-7 Key Verb in phrasal verb

A .J. Thomson and A.V. Martinet argue that the verbs “Account”, “Allow”, “Answer”, “Ask”, “Back”, “Be” and etc. are key verbs in English phrasal verbs

Account:

Account for (tr) =give a good reason for, explain satisfactorily
(some action or expenditure) A treasurer must account for money he spends.

He has been heard in the most extraordinary way; I can't account for his action at all; I can't account for him behaving.

Allow:

Allow for (tr): make provision in advance for take into account (usually some additional requirement expenditure, delay etc...):

It is 800 kilo meters and I drive at 100 B.Ph., so I'll be there in eight hours .But you'll have to allow for delay going through towns and for refueling.

Allowing for depreciation, your car should be worth £2, 000 this time next year.

Answer

Answer back (intr) answer body back: answer a reproof imputently :

Father: why were you so late last night? You weren't in till 2A.m

Father: don't answer me back. Answer my question.

Ask:

Ask after for somebody = ask for news of: I meet Tom at the party; he asked after you (ask how you were /how you were getting on)

Ask for:

a) Ask for: ask to speak to :)

Go to the office, and ask for my secretary

(b) Request, demand:

The men ask for more pay and shorter hours.

Back :

Back away (intr) step or move back slowly (when confronted by some danger or unpleasantness):

When he took a gun out, everyone backed away nervously.

Back out (intr): with draw (from some joint action previously agreed on), discontinue or refuse to provide previously promised help or support :

He agreed to help but backed out when he found how difficult it was.

Bear :

Bear out (tr) confirm:

This report bears out my theory. (Bears my theory out, bears it out).

Bear up (intr) : support bad news bravely, hide feeling of grief:

The news of her death was a great shock to him but he bore it up bravely and none of us realized how much he felt it.

Call: meaning 'visit' (for short time)

Call at a place:

I called at the bank and arranged to transfer some money.

Call for: visit a place to collect a person or thing:

I am going to a pop concert with Tom. He is calling for me at night so I must be ready then.

Let us leave our suitcases in the left luggage office and call for them later on when we have the car.

Care

Not to care about (tr) : to be different to :

The professor said that he was interested only in research; he didn't really care about students.

Care for (tr)

A-like seldom used in the affirmative:

he doesn't care for films about war .

b- Look after (not much used except in the passive):

The house looked well cared for (had been looked after / was in good condition).

Cut

Cut down a tree =fell it

If you cut down the trees you will ruin the land (cut the trees down/ cut them down)

Cut in (intr): slip into traffic Lane a head of another car when there is not room to do this safely:

Accidents are often caused by driver cutting in a traffic.

Die

Die away (intr): become gradually fainter till inaudible:

They waited till the sound of guard's footsteps died away.

Die down (intr): become gradually calmer and finally disappear (of riot, fires, excitement etc.):

When the excitement had died down, the shopkeepers took down their shutters and reopened their shops.

Fall

Fall back (intr) : withdraw, retreat (this is deliberate action, quite different from fall behind, which is involuntary):

As the enemy advanced we fell back.

Fall in with someone's plan = accept them and agree to co-operate:

We'd better fall in with his suggestion for the sake of peace.

Find

Find out (tr) = discover as a result of conscious effort:

In the end, I found out what was wrong with my hi-fi.

The dog found out the way to open the door.

Find someone out = find that he has been doing something wrong (this discovery is usually a surprise because the person has been trusted):

After robbing the till for months, the cashier was found out.

Get

Get away (intr) = escape, be free to leave

don't ask him how it is because if he starts talking about his health, you'll never get away from him.

Get back (tr) = recover possession of:

If you lend him a book, he'll lend it to someone else and you'll never get back (get back your book /get your book back).

Get back (intr)= reach home again:

We spent the whole day in the hills and didn't get back till dark.

Get on (intr) ,get on with (tr)

(a)= make progress, be successful:

How is he getting on at school?

He is getting on with very well with his English.

(b)=live, work etc. , amicably with someone:

He is a pleasant, friendly man who gets on well with nearly everybody.

How are you and mr Pit getting on?

Give

Give something away: give it someone (who need not be mentioned):

It'll give this old coat away (give away this old coat / give it away).

Give someone away (object before away) =betray him:

He said that he was not an American but his accent gave him away – (told us that he was an American)

Give back (tr) =restore (a thing) to its owner:

I must call at the give back this book (to give this book back / to give it back)

Give in (intr) =yield, cease to resist:

At first he would not let her drive the car, but she was so persuasive that eventually he gave in.

Give out (tr)

(a)= announce verbally:

They gave out the names of winners (gave the names out /gave them out)

(b) Distribute, issue:

The teacher gave out the books. (Gave one/some to each pupil)

Give out (intr) =become exhausted (of supplies etc):

The champagne gave out long before the end of the reception.

His patience gave out and he slapped the child hard

Go:

Go ahead (intr) =proceed, continue, and lead the way:

While she was away, he went ahead with the work and got a lot done

You go ahead and I'll follow; I'm not quite ready.

Go away (intr)=leave ,leave me, leave this place :

Are you going away for your holiday? –no I'm staying at home.

Please go away; I can't work unless I am alone.

Go back (intr)=return, retire ,retreat :

I'm never going back to that hotel .It is most uncomfortable

Go back on (tr) =with draw or break (a promise):

He went on his promise to tell no body about this

(He told people about it, contrary to his promise)

Grow

Grow up (intr)=become adult :

I'm going to be a pop star when I grow up,'said the boy.

Hand

Hand out (tr)=distribute :

He was standing at the door of the theatre handing out leaflets.

(Handing leaflets out /handing them out).

Previous studies

This study deals with the previous studies that have been conducted in the same field. Wild, Catherine (2010) conducted a study on attitudes towards English usage in the late modern period:

The case of phrasal verbs.

(PhD thesis university of Glasgow). The study confirmed that phrasal verbs are intrinsic part of late-modern English (check out, list on) and more formal styles (a thesis might set out some problems and then sum up the main points).

They are highly productive: “up” can be added to almost any verb to signify goal or end-point (read up, finish up, eat up, meet up, fatten up): and once a phrasal verb his been coined, a conversation often follows (for example, the verb “phone in” was first recorder in 1946, and the noun “phone in ” 1967; ‘dumb down’ was coined in1933, and we read of ‘dumb-down’ material in 1982). Perhaps because of their pervasiveness,

phrasal verbs are frequently criticized (although occasionally praised) in late modern English text about language. The purpose –of this thesis to examine such attitudes in three standards. Firstly over one hundred language texts (grammar, dictionaries and usage manuals, among other, from 1750 to 1970) were examined to discover how phrasal verb were recognized and classified in late modern English.

Secondly, these materials were analyzed in order to discover how attitudes towards phrasal verb in English developed in relation to broader attitudes toward language in the late-modern period.

Thirdly, phrasal verb usage in registers, a corpus of British and American from 1650 to 1990 was analyzed to determine how such attitude effect usage, it will be shown that attitudes toward phrasal verb reflect various stand of language theory including opinions about Latinate as opposed to native vocabulary; ideals relating to etymology, polysemy and redundancy reacting to neologisms and attitudes toward language variety.

Furthermore, it will be suggested that in the case of certain redundant combination such as 'return back' and 'raise up' proscription, phrasal verb did have an effect on their usage in the late modern period.

Indranil, Saha (2004) conducted a study on example based techniques for disambiguating phrasal verbs in English to Hindi translation. The study confirmed that phrasal verbs are ambiguous in English language. The researcher used the EmBt approach to disambiguate the phrasal verbs in an English sentence. This approach used generalized examples instead of raw examples containing a phrasal verbs. A generalized example is composed of subject, object, preposition and indirect object. In addition to word not categories to generalize: subject, object, and indirect object

of phrasal verb in sentence the semantic distance is calculated between the input sentence and generalized example. The context associated with generalize example with least semantic distance is consider as context of phrasal verb in the input sentence.

Chapter Three

Methodology

3.1 Introduction:

This chapter contains of research methodology and the instruments which are used to test the hypothesis of the study. Detailed description method of the study population, sample, research instrument, validity and reliability of the test will also present in this chapter.

3.2 methodology of the study:

This study will use the experiment analytical method to collect data about phrasal verb.

3.3 The population:

The population consists of students of Sudan University of Science and Technology first year 2016.

3.4 The sample of the study:

The sample of the study was (25) students at Sudan University of Science and Technology, chosen randomly.

3.5 Tools of the study:

The researcher has used test tools as a tool of collecting data.

3.6 Validity of the test:

To meet the validity of the test show it to some expertise at Sudan University of Science and Technology, mention their comments, ideas, omission and addition.

- Dr. Einas Ahmed Abd-Alrahman
- Dr. Hassan Mahil Abd-Alla

The test is distributed personally and directly to the subject of the study, the total of the test response (25).

3.7 Reliability of the test:

Reliability statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	N of Items
.974	.974	10

Cronbach's Alpha based on standardized items which indicates very high reliability of the test.

Chapter Four

Data Analysis and Result Discussion

Introduction:

This chapter presents and analyzed the data of test after the students answered it.

Data Analysis (Section One):

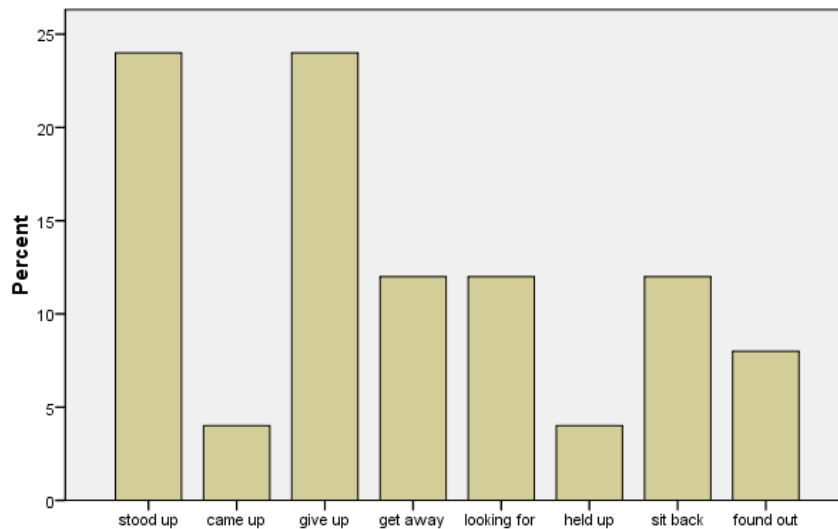
1- I have worked hard all my life, and now I am going to -----and watch other people working.

Table one

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid stood up	6	24.0	24.0	24.0
came up	1	4.0	4.0	28.0
give up	6	24.0	24.0	52.0
get away	3	12.0	12.0	64.0
looking for	3	12.0	12.0	76.0
held up	1	4.0	4.0	80.0
sit back	3	12.0	12.0	92.0
found out	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Figure

one:



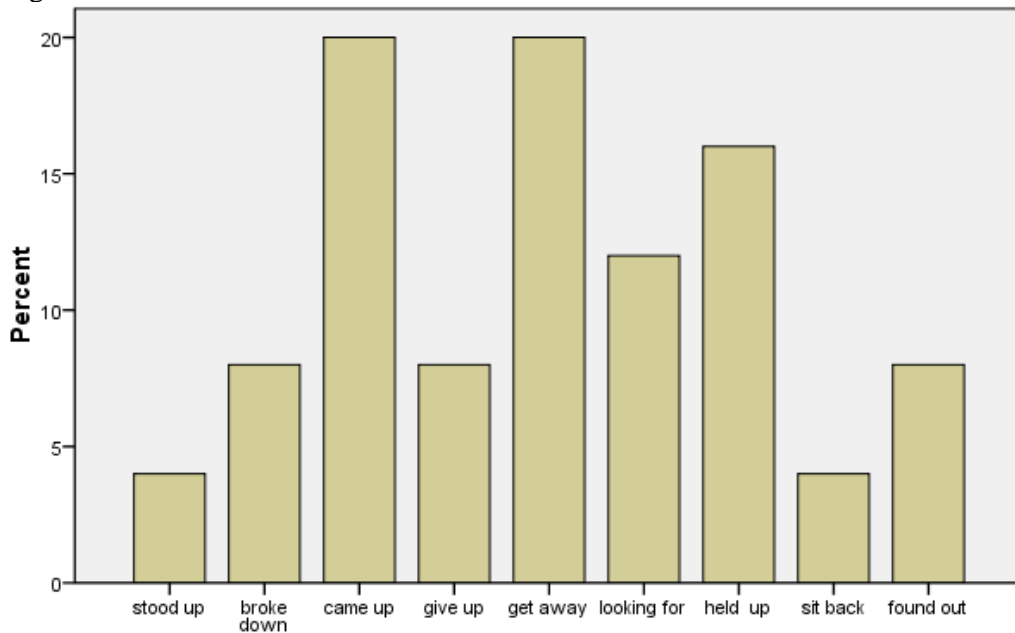
From the table and figure above, we note that the total frequency of the correct answer (sit back) is (3) with the percentage 12.0% and the frequency number of the students who give in correct answer are (22) and percentage 88.0%.

2- The dogthe way to open the door.

Table 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	1	4.0	4.0	4.0
	broke down	2	8.0	8.0	12.0
	came up	5	20.0	20.0	32.0
	give up	2	8.0	8.0	40.0
	get away	5	20.0	20.0	60.0
	looking for	3	12.0	12.0	72.0
	held up	4	16.0	16.0	88.0
	sit back	1	4.0	4.0	92.0
	found out	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Figure 2



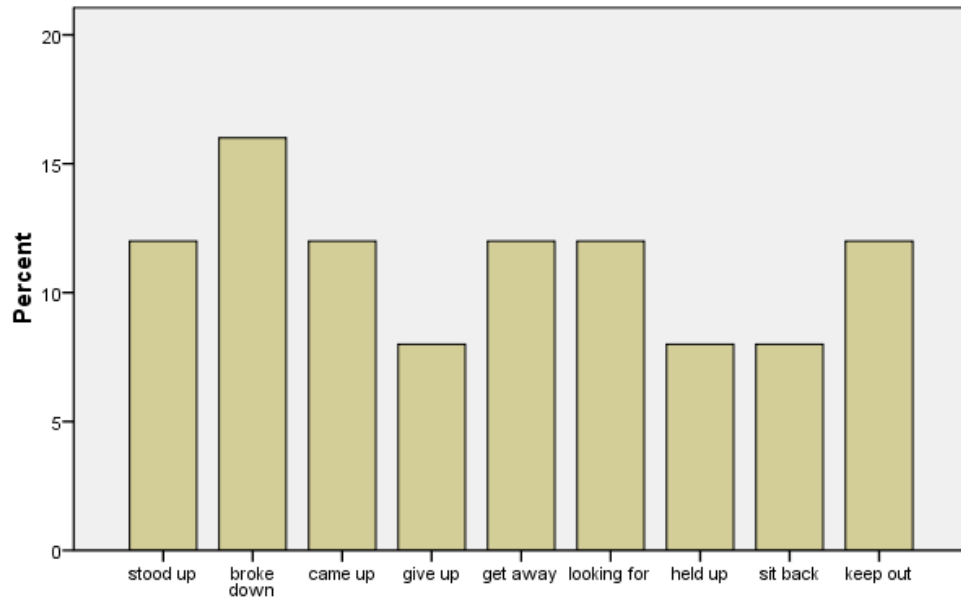
From the table and figure above, we note that the total frequency of the correct answer (found out) is (2) and by percentage 8.0% and the total frequency number of the students who give in correct answer are (23) and percentage 92.0%.

3- Their marriageand walk out.

Table 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	3	12.0	12.0	12.0
	broke down	4	16.0	16.0	28.0
	came up	3	12.0	12.0	40.0
	give up	2	8.0	8.0	48.0
	get away	3	12.0	12.0	60.0
	looking for	3	12.0	12.0	72.0
	held up	2	8.0	8.0	80.0
	sit back	2	8.0	8.0	88.0
	keep out	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 3



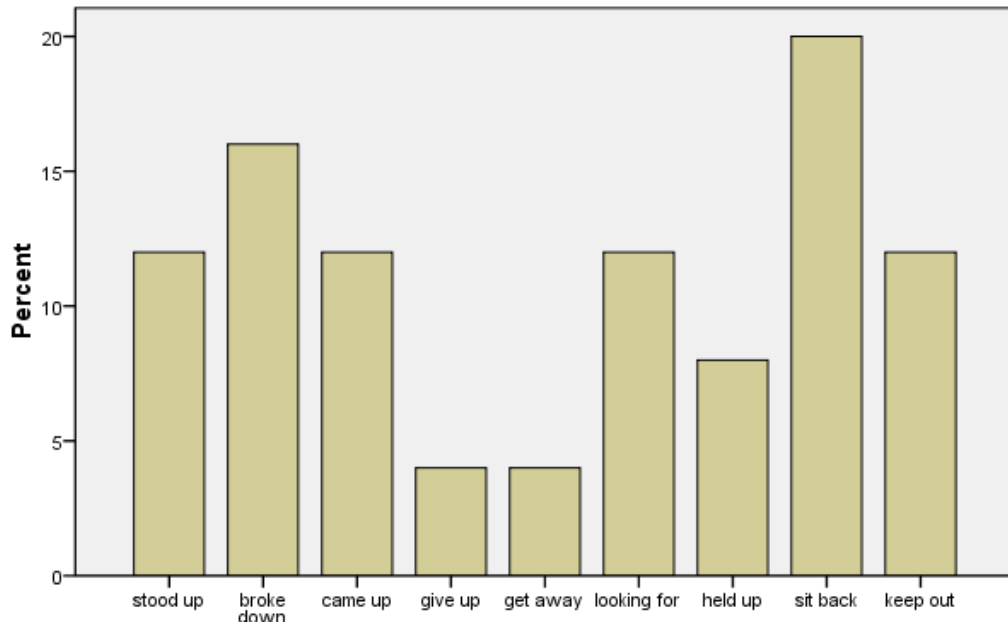
From the table and figure above, we note that the total frequency of the correct answer (broke down) is (4) and by percentage 16.0% and the total frequency number of the students who give in correct answer are (21) and percentage 84.0%.

4- Alanand walk out.

Table 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	3	12.0	12.0	12.0
	broke down	4	16.0	16.0	28.0
	came up	3	12.0	12.0	40.0
	give up	1	4.0	4.0	44.0
	get away	1	4.0	4.0	48.0
	looking for	3	12.0	12.0	60.0
	held up	2	8.0	8.0	68.0
	sit back	5	20.0	20.0	88.0
	keep out	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 4



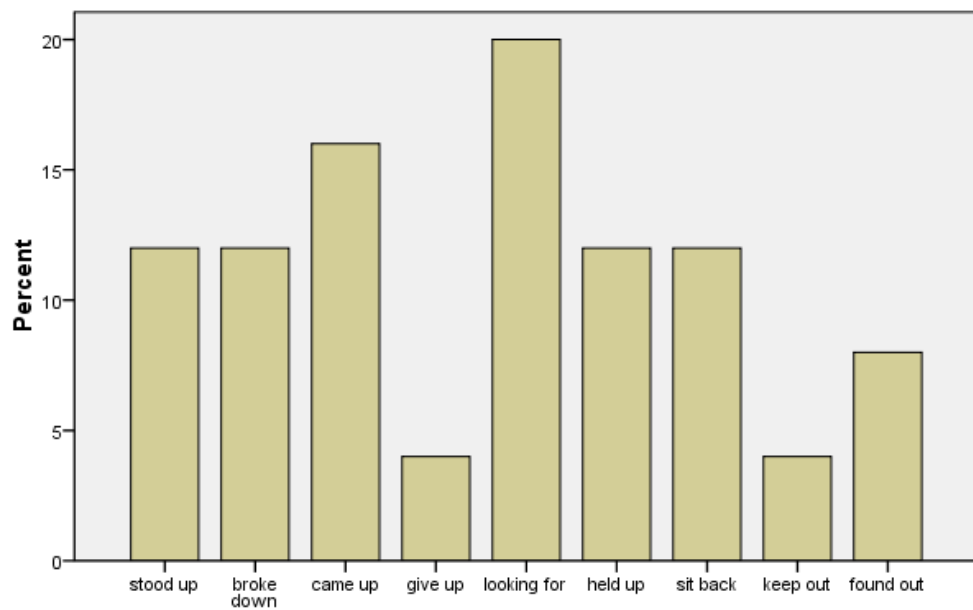
From the table and figure above, we note that the total frequency of the correct answer (broke down) is (3) and by percentage 12.0% and the total frequency number of the students who give in correct answer are (22) and percentage 88.0%.

5- A manto me in the street and ask me for money.

Table 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	3	12.0	12.0	12.0
	broke down	3	12.0	12.0	24.0
	came up	4	16.0	16.0	40.0
	give up	1	4.0	4.0	44.0
	looking for	5	20.0	20.0	64.0
	held up	3	12.0	12.0	76.0
	sit back	3	12.0	12.0	88.0
	keep out	1	4.0	4.0	92.0
	found out	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Figure 5



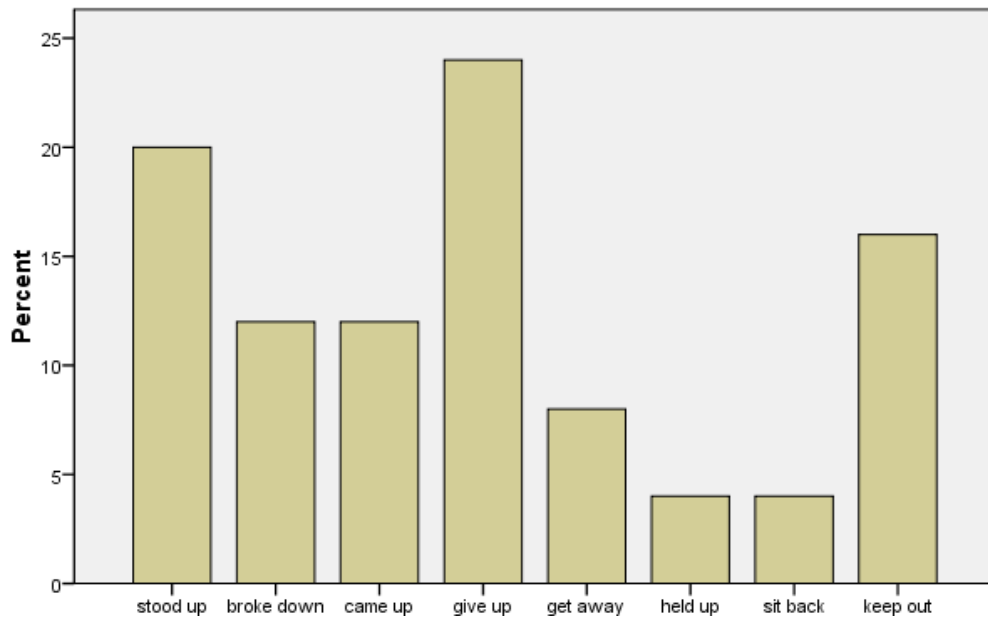
From the table and figure above, we note that the total frequency of the correct answer (came up) is (4) and by percentage 16.0% and the total frequency number of the students who give in correct answer are (21) and percentage 84.0%.

6- Don'tand keep trying.

Table 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	5	20.0	20.0	20.0
	broke down	3	12.0	12.0	32.0
	came up	3	12.0	12.0	44.0
	give up	6	24.0	24.0	68.0
	get away	2	8.0	8.0	76.0
	held up	1	4.0	4.0	80.0
	sit back	1	4.0	4.0	84.0
	keep out	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Figure 6



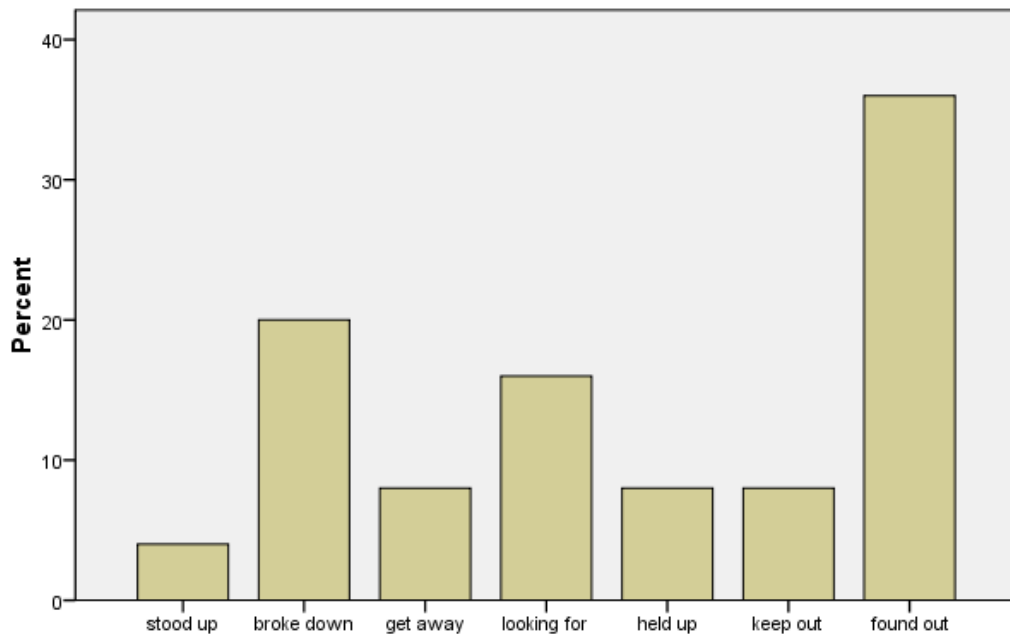
From the table and figure above, we note that the total frequency of the correct answer (give up) is (6) and by percentage 24.0% and the total frequency number of the students who give in correct answer are (19) and percentage 76.0%.

7- I am My glasses.

Table 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	1	4.0	4.0	4.0
	broke down	5	20.0	20.0	24.0
	get away	2	8.0	8.0	32.0
	looking for	4	16.0	16.0	48.0
	held up	2	8.0	8.0	56.0
	keep out	2	8.0	8.0	64.0
	found out	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

Figure 7



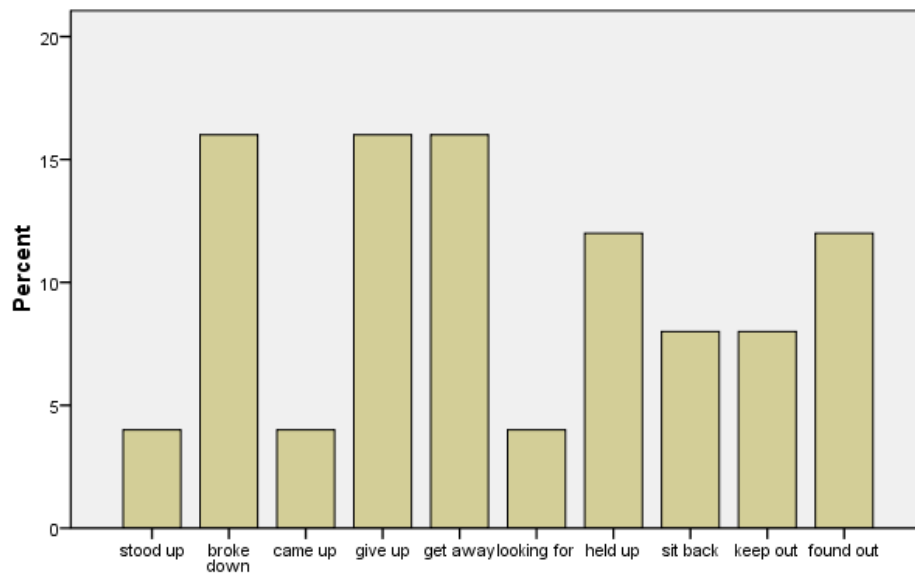
Form the table and figure above, we note that the total frequency of the correct answer (looking for) is (4) and by percentage 16.0% and the total frequency number of the students who give in correct answer are (21) and percentage 84.0%.

8- We tried to catch the thief but he managed to

Table 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	1	4.0	4.0	4.0
	broke down	4	16.0	16.0	20.0
	came up	1	4.0	4.0	24.0
	give up	4	16.0	16.0	40.0
	get away	4	16.0	16.0	56.0
	looking for	1	4.0	4.0	60.0
	held up	3	12.0	12.0	72.0
	sit back	2	8.0	8.0	80.0
	keep out	2	8.0	8.0	88.0
	found out	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 8



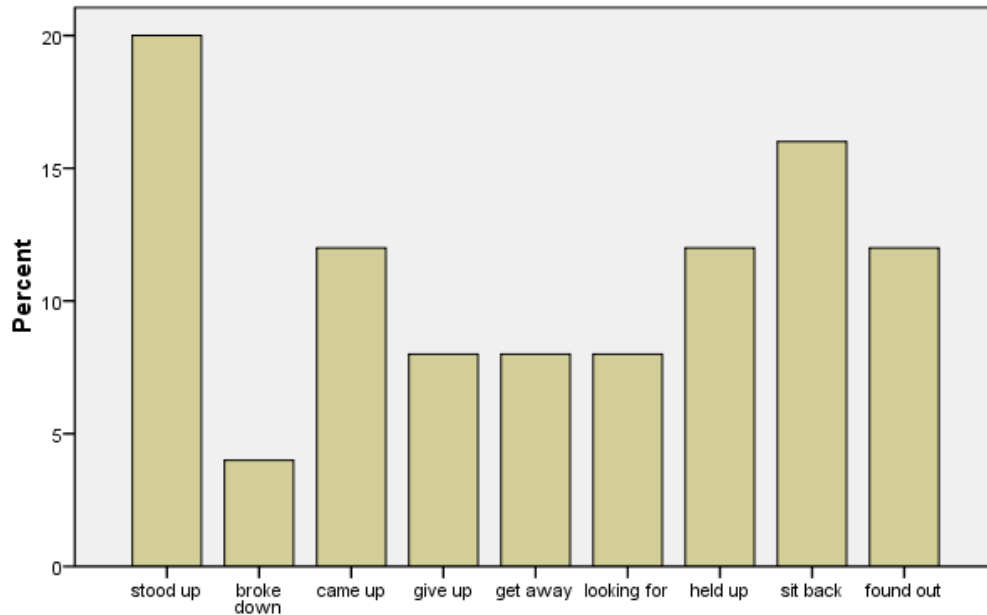
From the table and figure above, we note that the total frequency of the correct answer (get away) is (4) and by percentage 16.0% and the total frequency number of the students who give in correct answer are (21) and percentage 84.0%.

9- The bus was because the tree had fallen a cross the road.

Table 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	5	20.0	20.0	20.0
	broke down	1	4.0	4.0	24.0
	came up	3	12.0	12.0	36.0
	give up	2	8.0	8.0	44.0
	get away	2	8.0	8.0	52.0
	looking for	2	8.0	8.0	60.0
	held up	3	12.0	12.0	72.0
	sit back	4	16.0	16.0	88.0
	found out	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 9



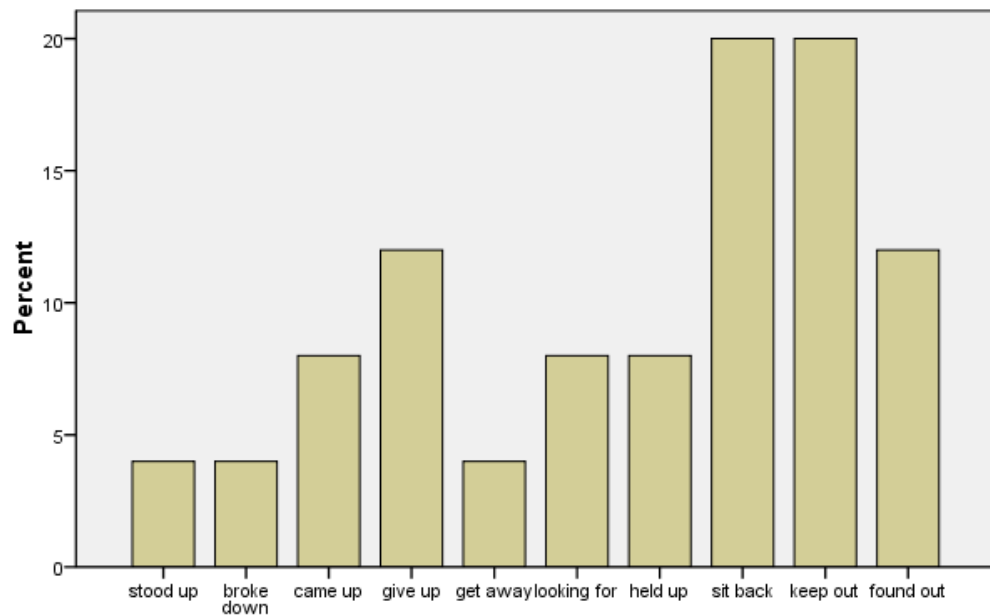
From the table and figure above, we note that the total frequency of the correct answer (held up) is (3) and by percentage 12.0% and the total frequency number of the students who give in correct answer are (22) and percentage 88.0%.

10- My shoes are very old and don'tthe water.

Table 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	1	4.0	4.0	4.0
	broke down	1	4.0	4.0	8.0
	came up	2	8.0	8.0	16.0
	give up	3	12.0	12.0	28.0
	get away	1	4.0	4.0	32.0
	looking for	2	8.0	8.0	40.0
	held up	2	8.0	8.0	48.0
	sit back	5	20.0	20.0	68.0
	keep out	5	20.0	20.0	88.0
	found out	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Figure 10



From the table and figure above, we note that the total frequency of the correct answer (keep out) is (5) and by percentage 20.0% and the total frequency number of the students who give in correct answer are (20) and percentage 80.0%.

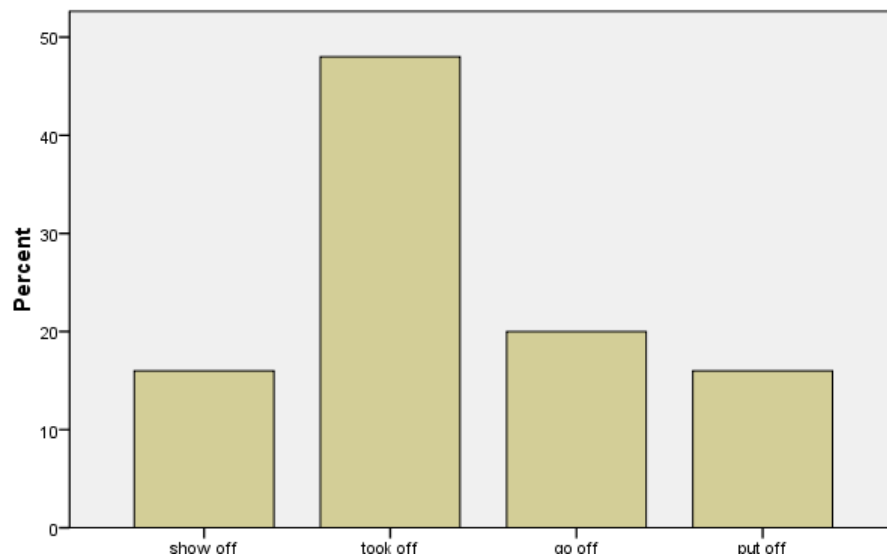
Section Two:

1- I was worm, so Imy jacket

Table 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	show off	4	13.3	16.0	16.0
	took off	12	40.0	48.0	64.0
	go off	5	16.7	20.0	84.0
	put off	4	13.3	16.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 1



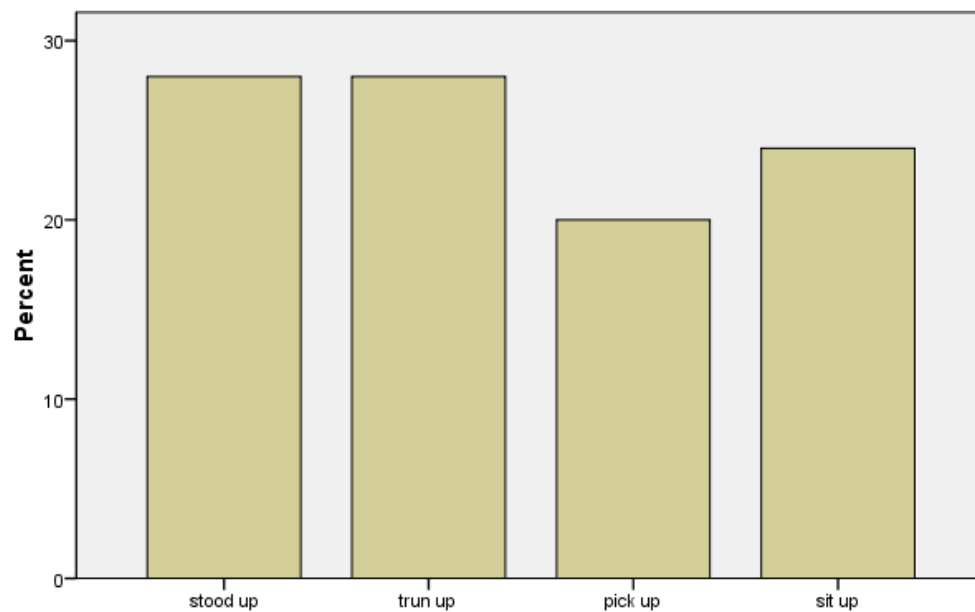
From the table and figure above, we note that the total frequency of the correct answer (took off) is (12) and by percentage 40.0% and the total frequency number of the students who give in correct answer are (13) and percentage 52.0%.

2- Marryand walk out.

Table 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stood up	7	23.3	28.0	28.0
	turn up	7	23.3	28.0	56.0
	pick up	5	16.7	20.0	76.0
	sit up	6	20.0	24.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 2



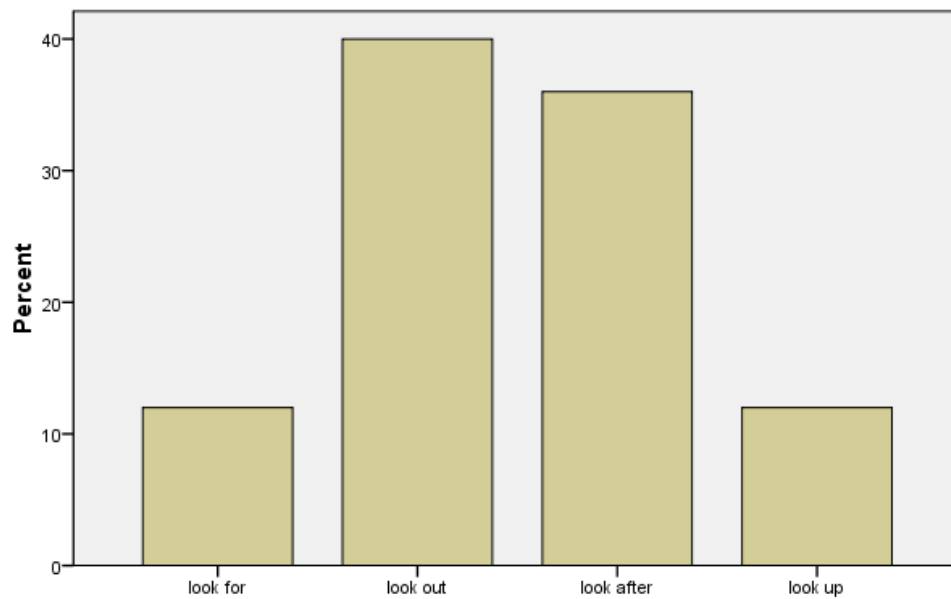
From the table and figure above, we note that the total frequency of the correct answer (stood up) is (7) and by percentage 23.3.0% and the total frequency number of the students who give in correct answer are (13) and percentage 72.0%.

3- Will youmy parrot when I am away.

Table 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	look for	3	10.0	12.0	12.0
	look out	10	33.3	40.0	52.0
	look after	9	30.0	36.0	88.0
	look up	3	10.0	12.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 3



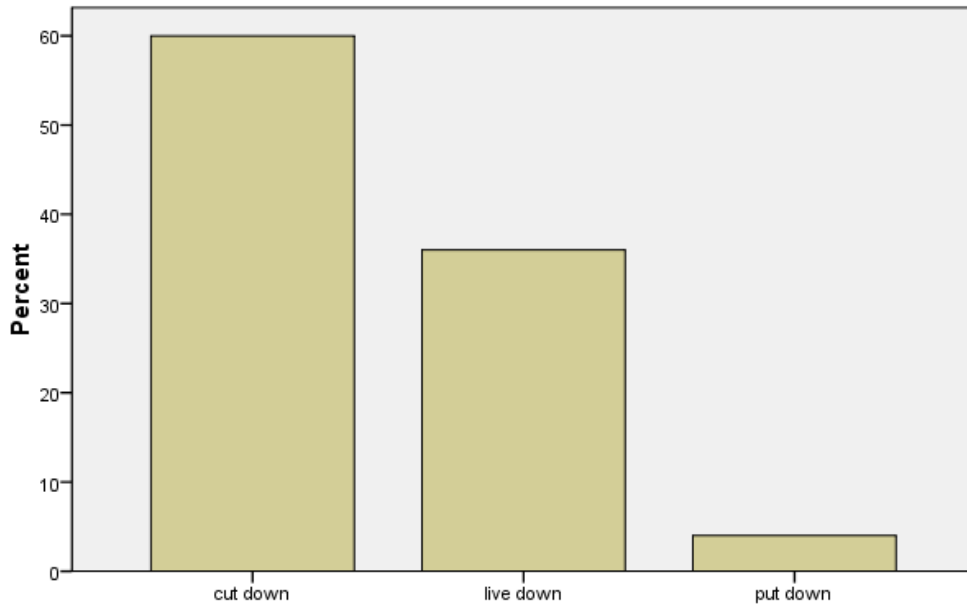
From the table and figure above, we note that the total frequency of the correct answer (look after) is (9) and by percentage 30.0% and the total frequency number of the students who give in correct answer are (16) and percentage 64.0%.

4- If youall the trees, you will ruin the land.

Table 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cut down	15	50.0	60.0	60.0
	live down	9	30.0	36.0	96.0
	put down	1	3.3	4.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 4



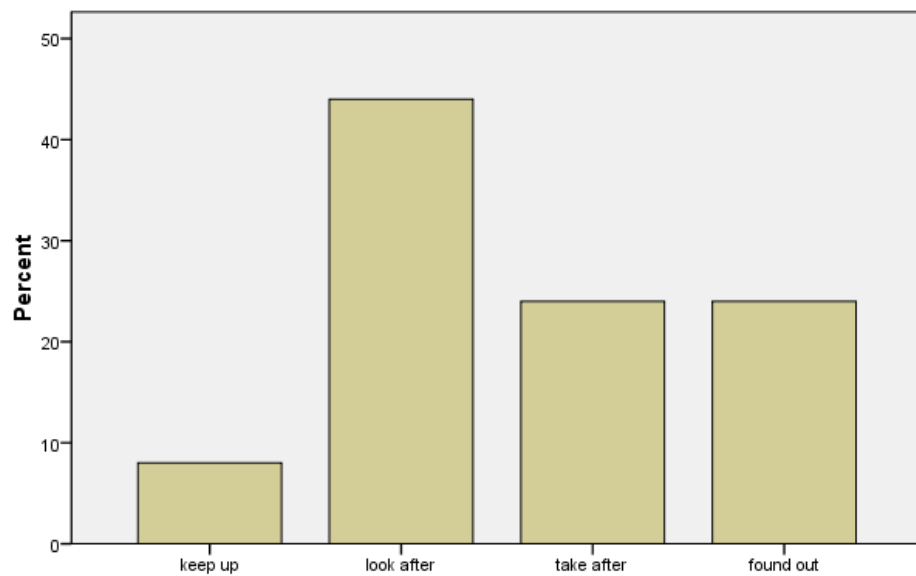
From the table and figure above, we note that the total frequency of the correct answer (cut down) is (15) and by percentage 60.0% and the total frequency number of the students who give in correct answer are (25) and percentage 83.3%.

5- Hehis grandfather, she had red hair too.

Table 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	keep up	2	6.7	8.0	8.0
	look after	11	36.7	44.0	52.0
	take after	6	20.0	24.0	76.0
	found out	6	20.0	24.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 5



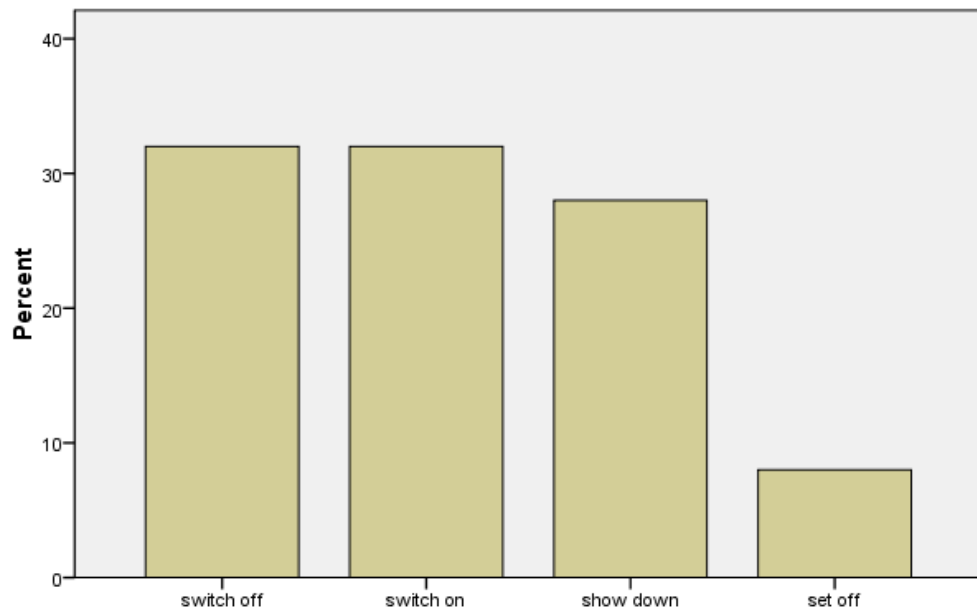
From the table and figure above, we note that the total frequency of the correct answer (take after) is (6) and by percentage 20.0% and the total frequency number of the students who give in correct answer are (19) and percentage 76.0%.

6- The light too bright, could youit.

Table 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	switch off	8	26.7	32.0	32.0
	switch on	8	26.7	32.0	64.0
	show down	7	23.3	28.0	92.0
	set off	2	6.7	8.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 6



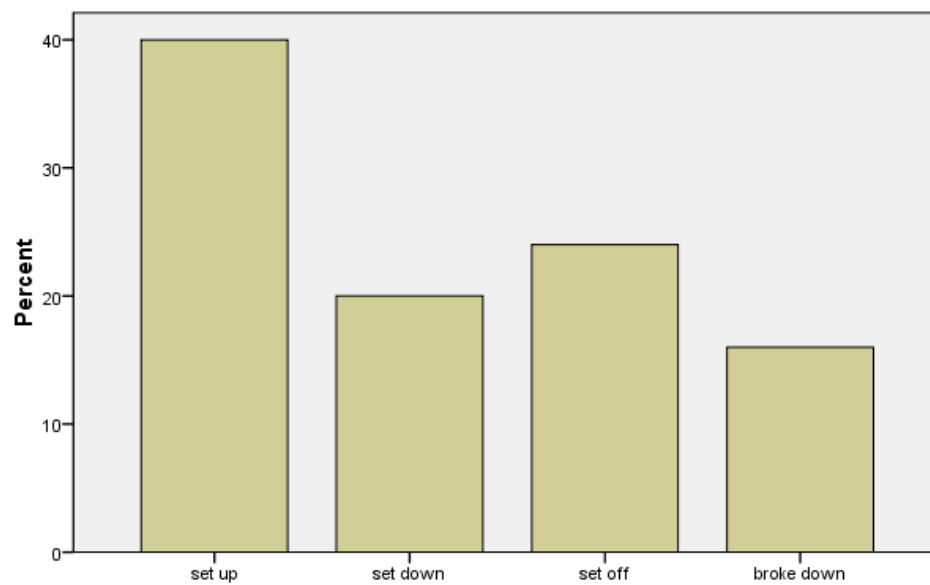
From the table and figure above, we note that the total frequency of the correct answer (switch off) is (8) and by percentage 26.7.0% and the total frequency number of the students who give in correct answer are (17) and percentage 76.0%.

7- Wevery early to avoid traffic.

Table 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	set up	10	33.3	40.0	40.0
	set down	5	16.7	20.0	60.0
	set off	6	20.0	24.0	84.0
	broke down	4	13.3	16.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 7



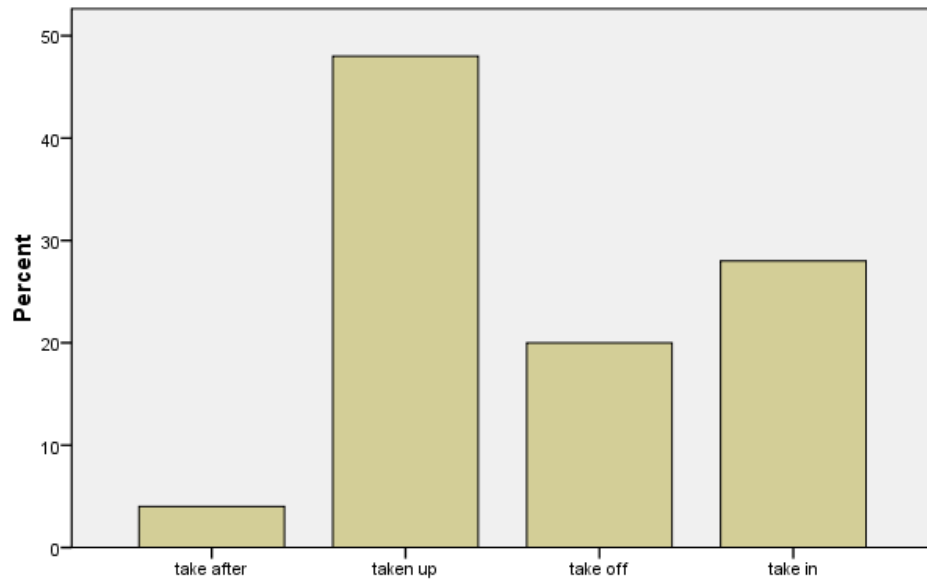
From the table and figure above, we note that the total frequency of the correct answer (set off) is (6) and by percentage 20.0% and the total frequency number of the students who give in correct answer are (19) and percentage 76.0%.

8- Most of space in room wasby large table

Table 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	take after	1	3.3	4.0	4.0
	taken up	12	40.0	48.0	52.0
	take off	5	16.7	20.0	72.0
	take in	7	23.3	28.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 8



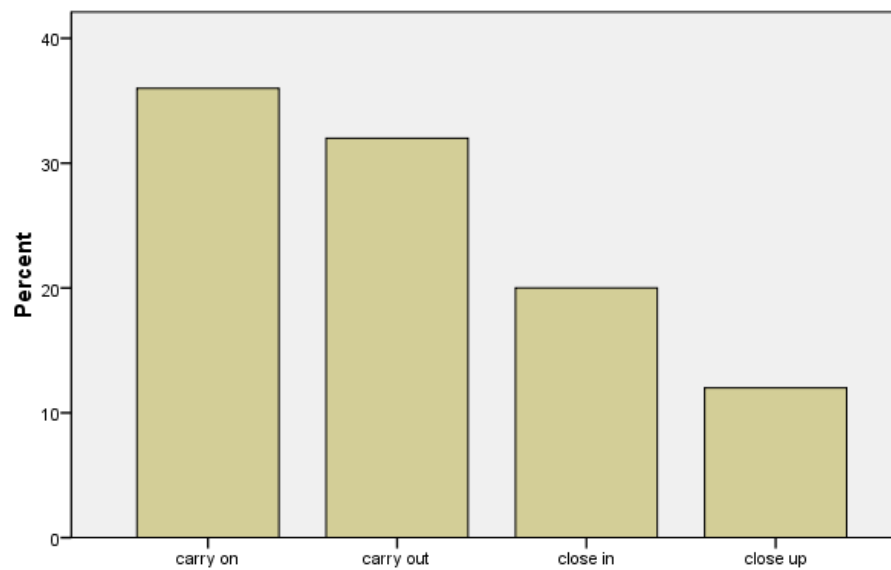
From the table and figure above, we note that the total frequency of the correct answer (taken up) is (12) and by percentage 40.0% and the total frequency number of the students who give in correct answer are (13) and percentage 52.0%.

9- Soldiers are expected toorder.

Table 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	carry on	9	30.0	36.0	36.0
	carry out	8	26.7	32.0	68.0
	close in	5	16.7	20.0	88.0
	close up	3	10.0	12.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 9



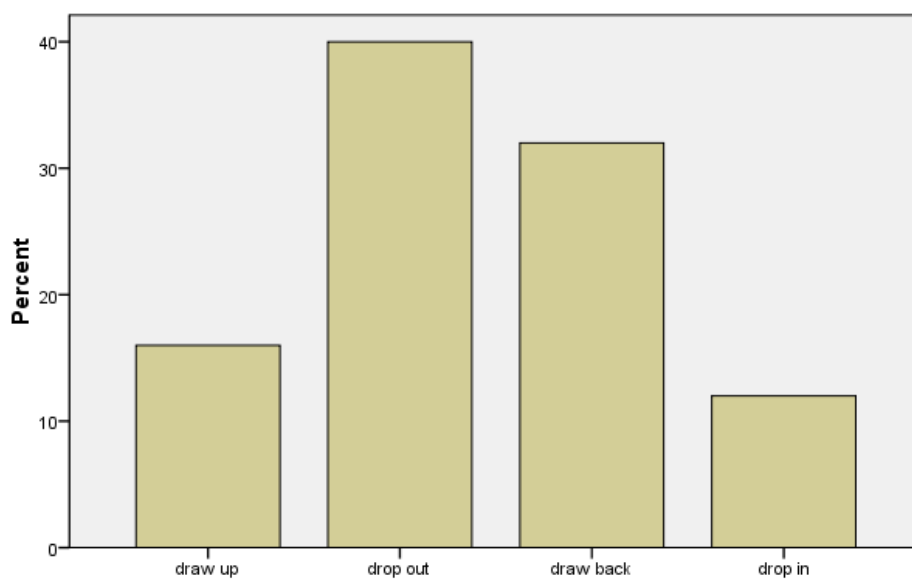
From the table and figure above, we note that the total frequency of the correct answer (carry out) is (8) and by percentage 26.7.0% and the total frequency number of the students who give in correct answer are (17) and percentage 68.0%.

10- It's too late to....., now the plans are all made

Table 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	draw up	4	13.3	16.0	16.0
	drop out	10	33.3	40.0	56.0
	draw back	8	26.7	32.0	88.0
	drop in	3	10.0	12.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

Figure 10



From the table and figure above, we note that the total frequency of the correct answer (draw back) is (8) and by percentage 26.7.0% and the total frequency number of the students who give in correct answer are (17) and percentage 68.0%.

4.2 Results and Discussion:

Section one:

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
-.974-	-1.195-	10

a. The value is negative due to a negative average covariance among items. This violates reliability correct assumptions. You may want to check item codings.

Item Statistics

	Mean	Std. Deviation	N
q1	4.6800	2.79464	25
q2	5.0800	2.36150	25
q3	4.7200	2.68514	25
q4	5.1200	2.89137	25
q5	5.1600	2.89655	25
q6	4.2000	2.78388	25
q7	6.6800	3.28786	25
q8	5.5600	2.81484	25
q9	5.1600	3.07788	25
q10	6.6800	2.70370	25

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5.304	4.200	6.680	2.480	1.590	.659	10
Item Variances	8.061	5.577	10.810	5.233	1.938	1.932	10
Inter-Item Covariances	-.418-	-4.057-	4.233	8.290	-1.044-	3.342	10
Inter-Item Correlations	-.058-	-.522-	.463	.985	-.885-	.052	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
53.0400	42.957	6.55413	10

Hotelling's T-Squared Test

Hotelling's T- Squared	F	df1	df2	Sig
33.597	2.489	9	16	.054

Section two

Reliability and accuracy of data:

Case Processing Summary

		N	%
Cases	Valid	25	83.3
	Excluded ^a	5	16.7
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.546	.573	10

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.280	1.440	2.720	1.280	1.889	.132	10
Item Variances	.928	.340	1.333	.993	3.922	.080	10
Inter-Item Covariances	.100	-.450-	.533	.983	-1.185-	.042	10
Inter-Item Correlations	.118	-.376-	.602	.977	-1.602-	.048	10

Hotelling's T-Squared Test

Hotelling's T-Squared	F	df1	df2	Sig
119.810	8.875	9	16	.000

Discussion:

Form section one we note that the total number of given correct answer were 38 of 250

$$\frac{38}{250} \times 100 = 12\%$$

That means only 12% of the students were able to use the phrasal verbs correctly and 88% of them have difficulty to use the phrasal verbs correctly.

Form section two we note that the total number of given correct answer were 85 of 250

$$\frac{85}{250} \times 100 = 34\%$$

That means only 34% of the students were able to use the phrasal verbs correctly and 66% of them have difficulty to use the phrasal verbs correctly.

Chapter Five

Summary, Conclusion, Recommendations and Suggestion for further studies

5.1 Introduction:

This chapter summarizes the findings of this study, concludes and suggests recommendations, and it also gives suggestions for further studies.

5.2 Summary of the findings:

This study aimed at raising learners' ability towards using phrasal verbs. The followings are some of the major findings of the study:

- 1- Students need to know meanings of phrasal verbs and use a huge number of phrasal verbs.
- 2- Most of students were unable to use phrasal verbs, they didn't have enough vocabulary to understand and use phrasal verbs properly.
- 3- Students need to practice great drills in phrasal verbs to able to use phrasal verbs correctly.
- 4- Students are not motivated toward using phrasal verbs.
- 5- Students guess the meaning of phrasal from the meaning of the main verb.

5.3 Recommendations:

Base on the findings, the researcher recommends the following:

- 1- The meaning and use of any phrasal verbs should be given more attention in syllabuses.

- 2- The teachers should use effective strategy and methods in teaching the phrasal verbs to raise learner's awareness towards using verbs.
- 3- Students should encourage and be motivated towards using phrasal verbs inside and outside classes.
- 4- Students should build their own knowledge in phrasal verbs.
- 5- Teachers should provide learners with many chances to practice phrasal verbs.

5.4 suggestions for further studies:

The researcher also suggests the following for future studies:

- 1- Investigating the role of oral communication towards develop the student's knowledge of phrasal verbs.
- 2- Analysis of teaching strategies of the phrasal verbs.

References:

- A practical English Grammar by A.J. Thomson and A.V. Martient
Oxford University Press 1986.
- Practical English Usage by Michal Swan 2005- Oxford University
Press.
- The historical rise of English phrasal verb is from online.
<http://home.Chass.utorantevo/ripercycourses/6361Lamont.html>
by George J.M. Lamont by George J.M. Lamont, copyright 2005.
- English grammar in use by Raymond Murphy – third edition.
- Grammar in content by Hugh Gethin 1983- 1990 – first edition.

Sudan University of Science and Technology

College of Education – English Language Department

Frist year

Test on Phrasal Verbs

Name: (Optional).....

Date/...../2016

Question One:

Complete the following sentences with correct phrasal verb.

Stood up	Broke down	Came up	Give up	Get away
Looking for	Help up	Sit back	Keep out	Found out

- 1- I have worked hard all my life, and now I am going toand watch other people working.
- 2- The dogthe way to open the door.
- 3- Their marriageafter only a few month.
- 4- Alanand walk out.
- 5- A manto me in the street and ask me for money.
- 6- Don'tand keep trying.
- 7- I ammy glasses.
- 8- We tried to catch the thief but he managed to
- 9- The bus wasbecause the street had fallen a cross the road.
- 10- My shoes are very and don'tthe water.

Question Two:

Choose the phrasal verb which best complete to the sentences and draw a circle around (a, b, c, or d):

- 1- I was worm, so Imy jacket.
a. Show off b. took off c. go off d. put off
- 2- Mary.....and walk out.
a. Stood up b- look turn up c- pick up d- sit up
- 3- Will youmy parrot when I am away.
a. Look after b- look out c- look after d- look up
- 4- If you All the trees you will ruin the land.
a- Cut down b- live down c- put down d- take down
- 5- Hehis grandfather, she had red hair too.
a- Keep out b- look after c- take after d- found out
- 6- The light too bright, could youit.
a- Switch off b- switch on c- slow down d- set off
- 7- Wevery early to avoid traffic.
a- Set up b- set down c- set off d- broke down
- 8- Most of spaces in the room wasby large table.
a- Take after b- taken up c- take off d- take in
- 9- Soldiers are expected toorder.
a- Carry on b- carry out c- close in d- close up
- 10- It's too late tonow the plans are all made.
a- Draw up b- drop out c- draw back d- drop in