

Extension exercises

Chapter 10: Multiword verbs and verbal expressions

Dictionaries

Look up 7–8 multiword verbs or verbal expressions in one or more general dictionaries for learners of English and/or dictionaries of ‘phrasal verbs’ or of ‘idioms’.

Choose at least one multiword verb which:

- uses a verb which frequently occurs in multiword verbs.
- can have several meanings.
- belongs to each of the main grammatical types.

Try to include at least one very common and one very rare item.

- 1 How clearly are different uses of the same multiword verb or verbal expression differentiated from each other (for example, *make up a story* v *make somebody up*)?
- 2 How clear and full are explanations of meaning?
- 3 Is attention paid to aspects of style and frequency? How much?
- 4 How clearly does the material deal with aspects of word order and which words can go together?
- 5 Are examples given of the items in context? Are these authentic? How clearly do they illustrate key features of meaning and form?

Exploring English

Choose three authentic texts, each of two or three paragraphs in length, from very different sources (for example one might be a transcript of unscripted discussion, one might be a newspaper article and the third an extract from a novel or written advertisement).

Identify any multiword verbs or verbal expressions in these texts.

- 1 Does there appear to be any difference in the frequency with which these forms occur in the three texts?
- 2 Could these forms be replaced by simple verbs? Would this affect the meaning or the tone of the texts?

Course materials

Look carefully at one or two coursebooks for learners of English at different levels or at a book which is primarily designed to teach multiword verbs.

- 1 (coursebooks only) Is it clear from the contents pages where attention is paid to multiword verbs and verbal expressions? Is this in a limited number of special sections or is this integrated throughout? Are multiword verbs and/or multiword verbal expressions treated simply as vocabulary items/expressions as they occur?
- 2 Are multiword verbs classified and taught separately as phrasal and prepositional verbs?

- 3 How systematically and clearly are the following taught?
 - meaning
 - frequency
 - style
 - syntax (differences between the 4 main types of multiword verb)
 - literalness
- 4 Are multiword verbs and multiword verbal expressions grouped together according to any of the following criteria:
 - associated meanings or topic (for example, expressions used in talking about cooking)?
 - syntactic patterns (for example, Type 1/Type 2 multiword verbs)?
 - the verb (for example, multiword verbs and expressions with *give*)?
 - the particle (for example, multiword verbs with *up*)?
- 5 Are multiword verbs considered together with multiword verbal expressions or separately?
- 6 To what extent (if any) are students asked/encouraged to work out the meanings of these items either from:
 - the meanings of their constituent parts?
 - the contexts in which they occur?
- 7 How much use (if any) is made of authentic text in which multiword verbs and multiword verbal expressions occur?
- 8 How much opportunity is provided for students to practise these forms? How much guidance or freedom is given:
 - in choosing items?
 - with regard to accuracy?
- 9 In general, how thoroughly and interestingly do you think this topic is dealt with?