TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN THE CONTEXT OF SUDAN

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IN THE NAME OF ALLAH,

MOST GRACIOUS,

MOST MERCIFUL

Dedicated to my

Mother

and the soul of my

father

DECLARATION

I hereby declare that this thesis entitled TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN THE CONTEXT OF SUDAN has been written by me under the guidance and supervision of Professor Udaya Narayana Singh, Centre for Applied Linguistics and Translation Studies, University of Hyderabad and presently Director, Central Institute of Indian Languages, Mysore in fulfillment of the requirement for the degree of Doctor of Philosophy in Applied Linguistics.

I also declare to the best of my knowledge that no part of this thesis has been submitted for the award of any research degree to any university.

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CERTIFICATE

This is to certify that the thesis entitled TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN THE CONTEXT OF SUDAN submitted to the University of Hyderabad for the award of the degree of 'Doctor of Philosophy in Applied Linguistics' is a record of original research work done by Mr.RIFAAT EISA AWAD ELTAHIR during the period of his stay as a full-time Ph.D. student at the Centre for Applied Linguistics and Translation Studies under my supervision and that it fulfills the conditions laid down by this University. It is also certified that the present thesis has not been submitted for any degree or diploma to any other university.

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ABBREVIATIONS USED

AG	:	Agree
DAG	:	Disagree
ETC	:	Explicitly Taught Course
IEX	:	Idiomatic Expression(s)
MWV	:	Multi-Word Verb(s)
NS/DK	:	Not Sure / Don't Know
PHV	:	Phrasal Verb(s)
POT	:	Post-test
PRT	:	Pre-test
SAG	:	Strongly Agree
SDAG	:	Strongly Disagree
SQNN	:	Student(s)' Questionnaire
SWV	:	Single-Word Verb(s)
TQNN	:	Teacher(s)' Questionnaire

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ABSTRACT

This study is intended to examine the teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. It arises out of a deep and prolonged dissatisfaction which the researcher has felt with both the past and present status of teaching / learning of these multi-word lexical items in the context of Sudan. Our main objective, in this research, is, therefore, to provide those engaged in English Language teaching and learning in Sudan with the suitable means for pre-empting and solving the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English. The following general and interrelated questions have been formulated on the basis of the hypotheses of this study:

a. What are exactly the problems / difficulties facing the teaching / learning of idiomatic expressions and multi-word verbs in the context of Sudan?

b. What are the possible causes of these problems / difficulties?

c. How to solve these problems and eliminate these difficulties?

In order to test our hypotheses and answer the associated questions, two questionnaires were distributed for the teachers of English and the students in Sudan universities. This was followed up with an experiment in which 100 Sudanese university students at the 3rd level were given a course of explicit instruction on idiomatic expressions and multi-word verbs of English for 4 months, including a pre-test as well as a post-test. In analysing the data quantitatively, I have used the percentage statistics known otherwise as the relative frequency.

The results and findings of the present study are the following:

1. **The Sudanese learners of English have problems / difficulties with idiomatic expressions / multi-word verbs. In this area, the students commit frequently errors at the orthographical, semantic, grammatical and stylistic levels such** as:

a. The use of the wrong particle and / or preposition with verb.

b. Not being able to understand the multi-word verbs, which are also idiomatic expressions.

c. Generally, problems arising from the special nature of the multi-word verbs (their difficult structural patterns, e.g., with pronouns, their special stress patterns and so on.)

d. Unless one knows what an idiomatic expression means, they cannot, as rule, guess its meaning.

e. One understands every word in a text and still fails to grasp what the text is all about.

f. One does not know whether for example, the words *fall out* form a unit of meaning (an idiom) or not.

2. **These problems and difficulties are due to various reasons including:**

a. The absence of idiomatic expressions and multi-word verbs from syllabuses.

b. Lack and dearth of relevant / suitable materials.

c. Lack of attention and awareness of the importance of these multi-word lexical items.

d. Unfamiliarity of the learners with those two components of vocabulary.

e. Unfamiliarity of some of the lecturers themselves with the literature dealing with their teaching / learning.

f. The scarcity of MWV in the students' L) (Arabic).

g. Others: causes which could be related to the general situation of English Language and ELT in Sudan.

3. **The solutions of those problems and the elimination of difficulties reside in the following:**

a. The introduction of a separate course on these two multi-word lexical items in the tertiary level syllabus in Sudan. This course could have the title 'idiomatic expressions and multi-word verbs' or any similar suitable one.

b. The provision / selection of necessary and relevant materials especially those which could be used as teaching and learning aids (dictionaries, textbooks, supplementary materials, workbooks etc.).

c. To direct the attention to their importance and raise the awareness of their position and status in language.

d. To familiarize the learners with those two complex and crucial but overlapping components of vocabulary.

e. To equip the lecturers with the recent literature dealing with the teaching and learning of idiomatic expressions and multi-word verbs of English.

f. To train the learners in the strategy of guessing the meaning from context.

Overall, the study revealed that the teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan faced various and different problems and difficulties which are as a result of several external and internal factors such as the inherent / potential difficulty and complexity of these multi-word lexical items in the system of the target language (English) as well as those related to the students' mother tongue (Arabic) and the general situation of English and ELT in sudan.

The possible means for solving these problems and eliminating these difficulties seem to reside in introducing an explicitly taught course on IEX / MWV working within the framework of the mentalistic / cognitive view of language teaching / learning among other suggested ways to improve the situation. The evidence of the effectiveness of the course is the significant difference between the subjects' performance in the pre-test and the post-test. In the PRT the total number and percentage(s) of correct / wrong answers are as follows: 6942 (38.57%) / 11058 (61.43%) respectively while for the POT they are: 17025 (94.58%) / 975 (5.42%).

The study runs into two main parts (theoretical and empirical / practical) divided further into seven **chapters.**

Chapter one incorporates mainly the research methodology and procedures adopted for obtaining the required data. It starts with a brief introduction about the place of the present study in applied linguistics, then it gives a concise account of the importance of the research, objectives and methodological questions, hypotheses and research questions. Moreover, there is clarification of the sampling procedures, the conditions during the study and the statistical analysis used here.

Chapter two is solely devoted to provide a detailed and thorough review of the literature on idiomatic expressions and multi-word verbs of English. Infcpite of the large amount of literature on these multi-word word lexical items, no research has been carried out on the teaching and learning of idiomatic expressions and multi-word verbs of English ***in*** *the context of Sudan.* Therefore, the present study attempts to fill a gap and provide a starting point for further research on this topic.

In chapter three, the researcher has tried to show the position (status) of idiomatic expressions and multi-word verbs of English in language and in the existing English language syllabuses in Sudan. Moreover, an attempt has been made to indicate how these two components are taught and learnt in the universities in Sudan and demonstrate the importance of these complex expressions for the native speakers and the second / foreign language learners alike.

In chapter four, an attempt has been made to equip the reader with a general linguistic description of idiomatic expressions and multi-word verbs of English (with special emphasis on the semantic aspects) in order to establish and provide a theoretical background which could serve, besides chapters two and three, as a framework for the practical and empirical part of this study.

Chapter five mainly tries to answer the following set of questions: What are the problems and difficulties of teaching / learning of idiomatic expressions / multi-word verbs in the context of Sudan? What are the causes of these problems and difficulties?

Chapter six attempts to outline as to how to solve the problems and eliminate the difficulties of teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan.

And finally, chapter seven presents the summary and conclusions as well as suggestions and recommendations. It is followed by references and appendixes.

CHAPTER ONE

INTRODUCTION

1.1 WHERE DOES THE STUDY FIT IN?

This research is on the teaching / learning of idiomatic expressions and multi-word verbs of English (in the context of Sudan), but the teaching and learning of idiomatic expressions and multi-word verb is only part of teaching and learning of vocabulary and, again, the latter (i.e. T / L of vocabulary) is only part of a language development programme. It is, thus, important that teaching and learning of idiomatic expressions and multi-word verbs of English is placed in its proper perspective. In doing this, we use the principles, techniques, strategies etc. of teaching, learning and assessing vocabulary putting in consideration that these two vocabulary components are different (from other vocabulary items) in that they are multi-word lexical items - units larger than words. The present study has been conducted in the context of Sudan which offers a typical setting of an EFL programme, characterized by limited exposure to English as a commonly language and, hence, restricted scope of practice.

1.2 THE IMPORTANCE OF THE RESEARCH

The vocabulary knowledge of FL is necessary in the sense that words are the basic building blocks of Language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. For learners acquisition of vocabulary is typically conscious and demanding process. Even at an advanced level, learners are aware of limitations in their knowledge of FL words. They experience lexical gaps, that is words they read which they simply do not understand, or concepts that they cannot express as adequately as they could in their first language.

Generally speaking, very little has been written on the problems and strategies of teaching and learning of foreign language vocabulary. It is probably assumed that learning of another language vocabulary will be somehow mastered by those interested in the language on their own. There is also a popular perception that learning a foreign

language is basically mastering its vocabulary. Many learners see FL acquisition as essentially a matter of learning vocabulary. Therefore, they devote a great deal of time to memorizing lists of FL words and rely on their bilingual dictionary as a basic communicative resource. In popular writing, the expressions such as 'word power' is used in this sense. Thus, from various points of view, vocabulary can be seen as a priority area in language teaching / learning. However, LT strategies for teaching of vocabulary seems to be a neglected area which needs attention of the applied linguists and language teachers. Within this general field, two important but overlapping components in the context of ELT seem to be idiomatic expressions and multi-word verbal combinations that demand a lot of concern for the following reasons:

1. Subjectively and introspectively speaking, and also based on the experience of teachers and learners of English as a foreign language (EFL) in the context of the middle and east of Africa, it has been observed that these two areas cause a lot of problems and difficulties.
2. Objectively, there is a frequent demand from those possessing the knowledge of EFL that they must have a command of idiomatic expressions in real-life situations (advertisements for job vacancies will bear this out).
3. Even if one considers the problem from the angle of language economy and psycholinguistic processing, the possibility of using the same verb with different particles so as to produce several other multi-word verb forms, with new meanings, make the processes of information retrieval, recalling the lexical item at will, thus facilitating spelling and pronunciation, etc, much easier. Therefore, it makes perfect sense to form *give in, give up* and *give away to* from the same verb *give* - although it may present difficulties for some learners. In using the internet, *sign up, sign in, sign on* and *sign out* are also illustrative.
4. It is important to change the view which is based on the hypothesis that mastering of idiomatic expressions and multi-word verbs could be restricted only to the native speakers learning English formally or enhancing their knowledge of their first language (English) in order to approximate this competence. The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.

5. Idiomatic expressions and multi-word verbs are some of the most interesting and yet challenging aspects of the English vocabulary. They are interesting because they are colourful and lively, and also because they are linguistic curiosities. At the same time, they are difficult because they have unpredictable meanings or collocations and grammar, and often have special connotations. They also demonstrate possibilities of semantic expansion.
6. Idiomatic expressions and multi-word verbs are colourful and fascinating aspects of English. They are commonly used in all types of contexts, namely informal and formal, spoken and written.
7. Idiomatic expressions and multi-word verbs are frequently neglected in general dictionaries and classroom teaching, because they are considered marginal items (especially idiomatic expressions) which are claimed to be quaint but not significant enough to merit special attention. Yet research and literature into idiomatic expressions and multi-word verbs show that they have important roles in spoken language and in writing, particularly in conveying evaluations and in developing or maintaining interactions.

1.3 OBJECTIVES AND METHODOLOGICAL QUESTIONS

1.3.1 Objective(s) of the research

This research to which this chapter forms an introduction arises out of a deep and prolonged dissatisfaction which the researcher has felt with both the past and present status of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. Our main objective, in this research, is, therefore, to provide those engaged in English Language Teaching and Learning in Sudan with the suitable means for pre-empting and solving the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English.

Other related objectives are:

- This study is set up/conducted to examine the problems / difficulties faced by Sudanese university students learning English while dealing with idiomatic expressions and multi-word verbs and develop recommendations for the

improvement of the processes of teaching / learning these two important vocabulary components.

- To train the learners in the strategies of guessing (vocabulary) from context (with esp. reference to idiomatic expressions and multi-word verbs as multi-word lexical items) which lead to the mastery of the general skill of reading.

In sum, the principal goal in this study is to seek suitable alternatives and different approaches for better teaching and learning of idiomatic expressions and multi-word verbs in the context of Sudan.

1.3.2 The Limitation(s) of the study

This research does not include comparative figures and strategies of EFL which could have been brought out from other nations. The study does not include the other countries or speech areas where EFL has been in operation. Moreover, it is a small-scale study. The data was collected from the written production / reception of the subjects who are small in number (100 students + 50 teachers as informants). However, these constraints are built in when one looks at the time available for completing a doctroal dissertation in a country far away from Sudan.

1.3.3 Hypotheses and research questions

Approach:

Discussing the specific and concrete problems / difficulties of teaching and learning of idiomatic expressions and multi-word verbs of English in Sudan cannot be done in isolation from the educational and academic setting and the general context: the students' background, L2 etc and the teachers among other variables / factors. In other words, there are other relevant obstacles and causes which affect the teaching / learning of these multi-word lexical items in Sudan, apart from the inherent and potential problems / difficulties in the system of the target language.

Therefore, the following categorization of these variables / factors can be made:

1. **Extrinsic:** related to the general academic environment, the status of the English Language and the ELT situation in Sudan as well as syllabuses, materials, methodology etc.
2. **Intrinsic:** relevant to the inherent and potential problems / difficulties of idiomatic expressions and multi-word verbs and the general / whole system of the target language: i.e. intralingual.
3. **Intervening:** These could be, for instance, the learners' mother tongue (Li) system etc: i.e. interlingual.

However, in this study, a greater emphasis was given to the intralingual / intrinsic factors / variables, i.e., on the category 2 as above.

1.3.3.1 Hypotheses

1. Teaching and learning of idiomatic expressions and multi-word verbs of English in Sudan face problems and difficulties. Some specific and concrete problems / difficulties are as follows:
   a. The use of the wrong particle and / or preposition with verb.
   b. Not being able to understand the multi-word verbs, which are also idiomatic expressions.
   c. Generally, problems arise from the special nature of the multi-word verbs (their difficult structural patterns, eg. with pronouns, their special stress patterns and so on).
   d. Unless one knows what a given idiomatic expression means, they cannot, as a rule, guess its meaning from the words being combined. Every word in the following phrase, for example, *He's burnt his boats* is familiar enough, but the meaning of the phrase cannot be pieced together from the meanings of its parts.
   e. One understands every word in a text and still fails to grasp what the text is all about.
   f. One does not know whether for example, the words *'fall out'* form a unit of meaning (an idiom) or not.

2 These problems and difficulties are due to different reasons including the following:

a. The absence of idiomatic expressions and multi-word verbs from syllabuses.

b. Lack and dearth of relevant / suitable materials.

c. Lack of attention and awareness of their importance.

d. Unfamiliarity of learners with those two components.

e. Unfamiliarity of some of the lecturers themselves with the literature dealing with their teaching / learning.

f. Others: causes which could be related to the general situation of English Language and ELT in Sudan.

3 The solutions of those problems and the elimination of difficulties might reside in the following:

a. The introduction of a separate course on these two multi-word lexical items in the tertiary level syllabus in Sudan. This course could have the title 'idiomatic expressions and multi-word verbs' or any similar suitable one.

b. The provision, selection of necessary and relevant materials especially those which could be used as teaching and learning aids (dictionaries, textbooks, supplementary materials, workbooks etc.).

c. To direct the attention to their importance and raise the awareness of their position and status in language.

d. To familiarize the learners with those two complex and crucial but overlapping components of vocabulary.

e. To equip the lecturers with the recent literature dealing with the teaching and learning of idiomatic expressions and multi-word verbs of English.

f. To train the learners in the strategy of guessing the meaning not from the words being combined alone, but from the context.

1.3.3.2 **Research Questions**

The following general and interrelated questions could be formulated on the basis of the hypotheses made / cited in this study:

a. What are exactly the problems / difficulties facing the teaching / learning of idiomatic expressions and multi-word verbs in the context of Sudan?
b. What are the possible causes of these problems / difficulties?
c. How to solve these problems and eliminate these difficulties?

To test the hypotheses and answer the questions of this study, the researcher uses the following elicitation techniques (besides the general survey of English Language syllabuses in Sudan universities depending on the syllabuses' documents. See app. 1)

a. Questionnaires for teachers / lecturers and learners.
b. Tests: pre-and post-tests for learners as well as an explicit course taught to the subjects in-between the tests.

The following section will deal with these devices in some detail.

1.3.4 **Methodology** of **the research**

The methodology used in this study, attempted to be as eclectic and comprehensive as possible. It includes descriptive, analytical and empirical data. The elicitation techniques used for collecting the data are questionnaires (for teachers and learners) as well as tests (pre and post-tests).

1.3.4.1 **Research Instrument(s)**

Since the purpose of the present study is to identify, describe and try to solve the problems and eliminate the difficulties facing the teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan, we have to measure the subjects mastery or (lack thereof) of these two vocabulary components. However, when dealing with vocabulary area, one has to consider a large quantity of data which is time consuming but, here, for practical reasons, we describe, present and analyse small-scale data. We hoped it would be sufficient instances and fill the bill. That is using tightly controlled data might be inevitable to examine the phenomenon more precisely.

For the reasons cited above, among others, the following tools are used:

- a questionnaire for teachers;
- a questionnaire for students;
- a pre-test; and
- a post-test.

These written elicitation techniques seem to be practical instruments for a study on 'the teaching and learning of idiomatic expressions and multi-word verbs of English': They could elicit data about the problems / difficulties facing the teaching and learning of idiomatic expressions and multi-word verbs. They are easy and quick methods for collecting (a considerable) amount of data. They are highly effective means of gathering data.

The rationale behind the combination of methods (the variety and diversity of questions in questionnaires using concrete, verifying examples and the multiplicity of questions and questions' items in the tests) of data collection in this study was to ensure, as much as possible, that our data should truly reflect the claims being made here.

In general, the pre-test is meant for detecting the problems and difficulties encountering the students learning idiomatic expressions and multi-word verbs while the post-test is intended to measure the impact / the effectiveness of the explicit Jtaught course on the performance of the students on these two components. Meanwhile the questionnaires used to serve as validating techniques for the tests, addressed the following issues:

- general background information about the subjects: students' profile.
- eliciting the students and teachers views on the position of idiomatic expressions and multi-word verbs in curriculum, materials, methodology used, and actual classroom practice;
- familiarity or non-familiarity of the students with idiomatic expressions and multi-word verbs;
- students and teachers conception / perception and awareness of the problems / difficulties of teaching / learning of idiomatic expressions and multi-word verbs.

Thus, the students' questionnaire consists of 27 questions while the teachers' questionnaire contains 17 questions. For the pre-test and post-test, they include five questions each.

However, of close relevance to the post-test used in this research is an explicit Ij taught course on idiomatic expressions and multi-word verbs which will be considered below:

1.3.4.2 The Explicit Course on Idiomatic Expressions and Multi-word Verbs

Despite the paucity of research on the possibility of improving L2 vocabulary knowledge / mastery through the explicit instruction, we hypothesized that our learners could benefit from explicit teaching of idiomatic expressions and multi-word verbs. We believe that such instruction would give EFL learners an exposure to a good dose of knowledge to:

- understand the concepts of idiomatic expressions and multi-word verbs,
- familiarize themselves with these terms,
- raise their awareness,
- involve them in the teaching / learning processes: The input must be accomplished through interactional opportunities that the learners get in the acquisition / learning process itself.
- train the students on vocabulary learning strategies, especially guessing meaning from context.

In general, the success of such special instruction may depend on how well it raises the learner awareness about idiomatic expressions and multi-word verbs, rules, properties, features, and consciousness raising etc. For more details about the course, see section 1.3.6.3 in this chapter.

1.3.5 Sampling and research population

As it has already been stated, the present study was conducted with the aim to identify, describe, analyze and try to solve the problems / eliminate the difficulties facing the teaching and learning of idiomatic expressions and multi-word verbs of English, in the context of Sudan, since they are likely to be problematic areas of language. The subjects of this survey, were, therefore, easy to identify. They are Sudanese learners of English, at the tertiary level. Before describing the sample of our study, it may be useful to briefly show the ELT scenario in Sudan.

A brief account of the ELT Scenario in Sudan

Teaching of English in Sudan starts from class five (basic education) and continues until the end of the secondary education. However, any student who wishes to join higher education has to study English as a compulsory subject as a part of their certificate (Sudan Certificate) and degree (university) courses. But those who join the departments of English (either in education or arts faculties), to specialize in English language and / or literature course, are given extensive training in order to professionally fit, for instance, to teach English in schools or other jobs diplomacy, translation etc. after graduation. As for education faculty students, in addition to developing their language skills, these students receive sufficient knowledge in both linguistics as well as methodology: knowledge in educational and pedagogical theories while the arts students besides language and linguistics courses focus on literature (See Appendix l.a-g). For more details about the ELT situation in Sudan, see chapter 3.

The **population** of the present study are the students of English at the English departments who are studying English as their major specialization at Sudan universities. The subjects are expected to be teachers of English, for those graduated from education faculties while those who completed arts programmes are to be translators, diplomats, etc. The majority of our population received their basic and secondary education (i.e. their general education) in government public schools and had studied English for six years before joining the departments of English.

More specifically, our **sample** consists of students of English from the Faculty of Education, University of Khartoum and the Faculty of Arts, El neelain University: both are in the capital Khartoum. The major reason for choosing our sample from the above-mentioned universities is that they are the main universities in the Republic of Sudan: Though the two universities are situated in the capital Khartoum, their students come from all over Sudan so they seem to represent the whole country with its geographic and social diversity. It should be noted that only 25% of the sample came from the capital while the rest of them (75%) came from different parts of the country: widely distributed over the 25 remaining states. Therefore, they could be taken as representative

of the total population. Thus it was expected that the results of our study could be generalized for the rest of the students of other Sudan universities. However, the informants are representative of learners as they typically appear to be in the English department of any Sudan university.

Why Third Year Students?

Since our research consists of an experiment on the value (efficiency) of an explicit instruction course on idiomatic expressions and multi-word verbs of English, we selected as our participants (subjects), the third year students of the English language departments of the faculties of Education and Arts of Khartoum and El neelain Universities respectively. This choice is attributed to the assumption that the students at third year level having completed at least 4-5 semesters syllabus were supposed to be advanced and proficient students in English. Moreover, after one year they would be passing out as bachelor degree holders with English. So they were expected to cope with a course of advanced nature on idiomatic expressions and multi-word verbs. In other words, they have enough input 4-5 semesters exposure to language since this study required the learners to have a considerable command of the basic grammatical rules of the target language. The reasons for the exclusion of other students: first, second and fourth year students are as follows:

1st Year Students: Students are freshers usually involved in courses of general nature, different courses in different subjects. As they were absolutely freshers to the course, they would not have adequate knowledge of these aspects.

2nd Year Students: They had only one year of specialization i.e. studied English as their major area only for a year after the preliminary year. Again, this might not make them better qualified to cope with a complex and advanced course on idiomatic expressions and multi-word verbs or any other course of similar nature. In other words, we can say that they do not have enough 'input' to deal these multi-word lexical items.

4th Year Students: It is well known fact that the 4th year is the graduation year (with the exception of the universities which award the degree after the completion of 3 years or honors students - a five year course) which required special effort and put heavy load on the students: Graduation project / research, (dissertation), teaching practice for faculties of education students etc., which make the then resistant to any additional responsibilities and new courses or methods.

Therefore, the 3 rd year students seem the best suitable audience for our study / experimentation under the circufetances

Sampling

In order for the samples to be representative, we selected the students of English departments, faculties of Education and Arts of Khartoum and E) neelain universities respectively. The following were the numbers of subjects.

TABLE -1

THE SAMPLE: THE SUBJECTS (STUDENTS) PARTICIPATED IN THE STUDY

University	Faculty	Total No. of students	Sample subjects
Elneelain	Arts	115	65
Khartoum	Education	35	35
Total		150	100

Small Scale Sample

The sample size for the experiments / this study could not be expanded because of the availability of limited number of students during the period of the study: The academic year 1998-1999: (Sep. 1998-April 1999)

The 35 students of the Faculty of Education, University of Khartoum are the total number of students enrolled at third year at that time while for the Faculty of Arts, El neelain university, we get this number of students after the exclusion of what are called as the 'mature students' (those are part-time students, with different backgrounds, motivation, age etc., which might make the group heterogeneous). For a detailed description of the subjects of this study see appendix 4: students questionnaire especially the 1st ten questions as well as Chapter 5 data collection, etc.

Teachers

So far, a description has been given about the subjects of this study: they are learners of English at Sudan universities but there also other participants contributing to this study; some are also teachers of English at Sudan universities. Then there are the informants about: the syllabus, methodology, class-room practice, teaching techniques, etc.

However, from a group of 75 teachers only 50 teachers responded to and returned the questionnaire distributed to them. These teachers are working in the two Universities selected for the experiment (University of Khartdm and El .neelain University) as well as other universities in Sudan. Again, they seem representative of the population of the whole English teachers working at the tertiary level in Sudan. In fact, the questionnaire was distributed to all the English teachers in Sudan universities but those who responded and returned the forms numbered only 50.

In sum, the target audience is the Sudanese learners of English (in a number of English departments - undergraduate students). The subjects are Sudanese learners of English at tertiary level. The group taken had 100 students. The samples were taken from their production (writing besides their reception, reading and comprehension). The duration of the experiment(s) is one semester. However, the experiments had a twofold purpose: The first was to identify clearly the problems and difficulties that hinder the teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. The second purpose was to evaluate the learners' performance (and probably competence) after the introduction (inclusion) of the new means of handling the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English. Besides these experiments, background profiles of the candidates were also determined through a questionnaire (for learners and teachers). For more details about the teachers (qualifications and teaching experience), as informants, see the teachers' questionnaire (appendix-3 esp. the last part of it). See also chapter 5, the section entitled: Data Description and Analysis: Teachers' Questionnaire.

1.3.6 Procedures

1.3.6.1 Description of the preparation of materials, administration, scoring etc.

In general, the devices used in collecting the data, in this study, are: questionnaires and tests. The teachers' questionnaire was distributed to all the English teachers working at the tertiary level but who responded and returned the questionnaire filled are 50. For the students' questionnaire it was administered only to the students in Khartoum and E) neelain Universities in the first meeting with the students (before the first session of the taught course) in the class and collected from them after the completion (after one hour). This administration of the questionnaire took place on 14.12.1998. The pre-test was also administered to the subjects of the study on 15.12.1998. Since the test is objective in nature, the correction was easy and made by the researcher himself on the basis of the answers key with the exception of the productive tasks (Q l.b, Q 5) which are subjective and need personal judgement. For the post-t^st, which conducted after the introduction of the explicit taught course on idiomatic expressions and multi-word verbs, it was given to the subjects on 15.4.1999. Since it is parallel / alternative to the pre-test (having the same format) the post-test was corrected using the same procedure above. Both tests have 100 marks. The subjects scores / marks were analysed in the following manner:

- Item-wise to have an idea about the students' performance in each item: numbers of correct / wrong answers in each item, types of errors etc.
- Question-wise to know the students' performance in each area / category (verbal, nominal, adjectival and adverbial) and in each elicitation technique / device (gap-filling, multiple-choice, sentence writing etc.)
- Test-wise: to have insight in the overall performance of the subjects and
- Pre-test / post-test wise: to compare the performance of the subjects before and after the introduction of the explicit/taught course on idiomatic expressions and multi-word verbs.

1.3.6.2 **Explanation of the Statistical Analyses used in the study**

Generally speaking, the statistics used in this research is very simple and clear. The results obtained by the 14 data collection tools used in this study were calculated percentage-wise. In the pre-test / post-test, we counted the total number of the correct answers, produced by the 100 subjects in the 180 items of the test, then there followed a count of the total number of wrong answers. Afterwards, we calculated the percentage of the correct answers / wrong answers. For example, in the PRT, the total number of correct answers is 6942 and the total number of wrong answers is 11058. Since the total number of possible / expected answers is 18000 (= 100 (number of students) X 180 (total number of the items in the test), the percentage will be worked out as follows:

$$\frac{6942}{18000} = 38.57\% \text{ and } \frac{11058}{18000} = 61.43\% \text{ respectively}$$

In the students' / teachers' questionnaire, the respondents' answers were also calculated percentage-wise. In sum, in analyzing the data I have used the percentage statistics. Hatch and Farhady (1982:43) state that to get the exact details of the data, relative frequency should be used. So the percentage statistics, otherwise known as relative frequency, were employed to analyze the data quantitively.

1.3.6.3. **The conditions during the study**

Materials were developed and administered during the regular term / semester of the academic year of the students. 15.12.1998 - 15.4.1999. Thus, the course materials were especially designed for the teaching / learning of idiomatic expressions and multi-word verbs with emphasis on the specific features that were found to be problematic for the Sudanese learners of English as a foreign language. The explicit course was given to the students of Arts and Education faculties of Elneelain and Khartoum Universities respectively (The total number of the subjects involved in this course is 100). In particular, the target group i.e. 3rd level students, was taught for 4 months at the rate of 4 hours per week (between December, 1998 to April, 1999).

It is important to mention here, that having realized the importance of the course on idiomatic expressions and multi-word verbs for the students of English departments, the administration of the Faculty of Education, University of Khartoum and the Faculty of Arts, E) neelain University, represented by the Heads of these departments, facilitated our mission by giving the permission to annex the course with the regular syllabus meant for the students of these departments. In the case of El neelain University the course was attached as a part of the regular course of 'Linguistics' as part of the semantic component: considering the fact that idiomaticity is a semantic matter, whereas in the case of the students of Khartoum University, it was taught as 'special topic' in language / linguistics.

For Elneelain University the introduced course was allotted a weight of 40 marks to be given by the researcher to the participating students in order to ensure their enthusiasm / motivation, attendance and cooperation throughout the course period. For Khartoum University the same conditions applied (i.e. the course attached to the regular semester) but the total course marks (special topic in language / linguistics) were devoted to the explicitl taught course on idiomatic expressions and multi-word verbs.

For practical reasons, during the sessions of the course, the students of both universities were not grouped together in one class (the distance between the two campuses, the time table, the number of students etc.) However, the learners were exposed to the same teaching instructions and methods.

This special, explicit taught course on idiomatic expressions and multi-word verbs was personally administered / taught by the researcher himself. The classes were conducted in the form group work. It is a formal setting but friendly atmosphere.

Some of the methods, classroom practices and teaching techniques used in the course were:

- The student as a researcher, and as a problem - solving person;
- The student as a teacher;
- The main role of the teacher here is that of a facilitator and an advisor.

Then there the following practical steps:

- The learners were given materials about idiomatic expressions and multi-word verbs: handouts.
- The learners were given the opportunity to try guessing the target multi-word lexical items (idiomatic expressions / multi-word verbs).
- The learners were made aware of a wider range of the strategies of learning vocabulary with special emphasis on the strategy of inferring / guessing the meaning from the context.
- . The learners were trained to use effectively the guessing from context strategy in handling the meaning of idiomatic expressions / multi-word verbs.

1.4 ORGANIZATION

This thesis has mainly two parts: Theoretical and Practical / Empirical : (seven chapters: introduction + three under the 1st part and two + conclusion under the 2nd).

PART ONE (Theoretical)

Chapter one (the present chapter) serves as a general introduction to the whole thesis.

Chapter Two: Literature review

A summary of the previous publications and researches on the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English.

Chapter Three: The place (position) of idiomatic expressions and multi-word verbs of English in language and syllabus.

In this chapter we examine and show the place (position) of idiomatic expressions and multi-word verbs of English in:

- English Language in general (including the skills of listening, speaking, reading and writing besides comprehension).

- The existing syllabi (syllabuses) of the English Language departments at the Universities in Sudan. Moreover, in this chapter, we will try to know how the students actually learn such complex expressions at these universities.
- Also, in this chapter, we try to state (show) the importance of idiomatic expressions and multi-word verbs of English for:
- The native speaker.
- The learner.

Chapter Four: A general linguistic survey and a detailed semantic study:

It includes the following under this chapter:

1. A general linguistic study (survey) of idiomatic expressions and multi-word verbs of English: encompassing the following levels:
   a) Phonological and orthographical (survey),
   b) Grammatical (syntactic and morphological (survey), and
   c) Stylistic.
2. A detailed semantic study:
   - Definition of idiomatic expressions and multi-word verbs of English.
   - What is the relationship between idiomatic expressions and multi-word verbs of English?
   - Lexico-semantic study.
   - Also we shall contrast, compare and relate idiomatic expressions and multi-word verbs of English to the native speech of our subjects in terms of::
     - Metaphors and proverbs
     - colloquial (informal) language
     - slang

PART TWO (Practical and Empirical)

Chapter Five: What are the Problems / Difficulties of Teaching / Learning of Idiomatic Expressions and Multi-Word Verbs of English in Sudan?

In this chapter, an attempt is made to state clearly (based on the experiments) the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English. The data (corpuses) were taken from the Sudanese students' (production and reception) at the University level. Besides, the above, there are questionnaires for teachers and lecturers. In this chapter, we shall also try to account for learners' errors (through error analysis techniques).

Chapter Six: How to Solve / Eliminate the Problems / Difficulties of Teaching and Learning Idiomatic Expressions and Multi-Word Verbs of English in the Context of Sudan?

In this chapter, we present or introduce vocabulary teaching / learning models and theories (eg: contextualization) and knowledge on the processes of teaching and learning of idiomatic expressions and multi-word verbs of English, in the light of the mentalistic view of language, the cognitive theories of learning and teaching (explicitness and conceptualization). In other words, we applied, here, the principles, techniques, strategies etc., of teaching / learning vocabulary in dealing with these special vocabulary components: multi-word lexical items within the framework of the mentalistic / cognitive view of language teaching and learning.

Chapter Seven: Summary and Conclusion

After the six chapters the following segments will follow:

a) Summary and Conclusion(s)

b) Recommendations and suggestions.

In this chapter, we summarize the thesis as well as provide appropriate recommendations. The following suggestions are made:

- The introduction of an explicit course on idiomatic expressions and multi-word verbs in the English Language syllabus at the tertiary level in Sudan..

- Training the students in the strategy of guessing idiomatic expressions and multi-word verbs from context for it leads towards the macro-goal of developing vocabulary and reading skills.
- The necessity of devising / compiling a *basic list* for idiomatic expressions and multi-word verbs to serve as a basis for teaching / learning these vocabulary components by drawing on it in devising materials etc.

1.5. SUMMARY AND CONCLUSION

Overall, the study revealed that the teaching / learning of idiomatic expressions and multi-word verbs of English in the context Sudan faced various and different problems and difficulties which are as result of several external and internal factors such as the inherent / potential difficulty and complexity of these multi-word lexical items in the system of the target language (English) as well as those related to the students' mother tongue (Arabic) and the general situation of English and ELT in Sudan. The possible means for solving these problems and eliminating these difficulties might reside in introducing an explicit taught course on IEX / MWV working within the framework of the mentalistic / cognitive view of language teaching / learning among other suggested ways to improve the situation. The evidence of the effectiveness of the course is the significant different between the subjects' performance in the pre-test and the post-test. As

In the PRT the total number and percentage(s) of correct / wrong answers are as follows: 6942 (38.57%) / 11058 (61.43%) respectively while for the POT they are: 17025 (94.58%) / 975 (5.42%).

It is hoped this study could fill a gap in the teaching and learning of idiomatic expressions and multi-word verbs (and English language in general) in the context of Sudan. The researcher also hopes that his exploitation of this study in the context of Sudan can be extended to the many parallel cases in Central and East Africa and the Arab world since idiomatic expressions and multi-word verbs seem to be one of the promising areas for further study in different and various settings.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

In carrying out this literature search for relevant background material, the researcher has consulted as many sources as possible. I reviewed some of salient points of previous works on or around idiomatic expressions and multi-word verbs of English. In this chapter, we shall look at some of the more important predecessors to see how idiomatic expressions and multi-word verbs have been defined, discussed, taught and learnt in the past and the recent period so as to have an insight about the acquired knowledge to apply it in solving and eliminating the problems and difficulties of teaching and learning these two language components in the context of Sudan.

However, I combed diligently and reviewed a considerable number of relevant references as well as a brief comparison between six of the most comprehensive, systematic and standard publications closely related to our topic. These are namely:

- Oxford Dictionary of English Idioms
- Oxford Dictionary of Phrasal Verbs
- Collins COBUILD Dictionary of Idioms
- Collins COBUILD Dictionary of Phrasal Verbs
- Cambridge International Dictionary of Idioms and
- • Cambridge International Dictionary of Phrasal Verbs.

The reader will notice the concentration on these pairs of dictionaries, in this review, as the result of the awareness of the fact that idiomaticity is largely a semantic matter (dealing with definitions, meanings, collocations etc.) and at the same time bearing in mind the nature of multi-word verbs which is a vocabulary matter rather than a syntax one or others i.e. its treatment is mainly found in dictionaries as well as other vocabulary lists, data base (word banks) etc.

In sum, the works reviewed here, will make a considerable and valuable contribution in any relevant research since they defined, discussed and treated these special expressions in great detail. It need not be stated again that their role is enormous (despite their variations in scope, detail, perceptiveness and underlying philosophy) in teaching and learning these two language components.

2.2 THE INDIAN GRAMMARIANS

The problem of idioms is as old as Linguistics itself. The principle of 'compositionality' of meaning, central to any consideration of idiom, was debated for some 1300 years by those highly perceptive and methodical precursors of modern linguistics, the Sanskrit grammarians:

> 'The *Padavādins,* or *Bfiāṭṭa* school of the later *MTmfiṃsā* regarded 'padas' (inflected words) as the significant parts of a sentence and interpreted the sense of a sentence as the composite or united meaning of the 'padas' that go to constitute it'.
>
> (Chakravarti: 1933:12)

They were routed, however, by the *Vaky3v3dim* (vāk = speech, the word) of the *Prābhflkara* school. Bhartṛhari, expounding this position, argued that just as letters cannot be divided into small parts, so words are not divisible into letters nor sentences into words. Words may be analysed into stem and formative, and sentences into separate words, according to the principle of *apoddhOra* (disintegration); but this device although useful is unreal.

> 'A clear line is drawn, between the sentence and its so-called constituents (padas)... the sense conveyed by a sentence is also indivisible. Just as a word *(sabdasphoṭa)* or a sentence does not really consist of any parts, so the meaning denoted by it does not admit of any division... 'Indivisibility' is thus a peculiar characteristic that equally applies to both the sentence and its meaning'.
>
> (Chakravarti 1933:110-1)

A specific example of Indian linguists discussion of multi-words verbs involves the status of 'verbal prefixes'. *Upasargas* ("prepositions') were generally agreed to be indicative (dyotaka) rather than denotative *(vācaka),* that is, they serve to specialize the more general meanings of verbs and nouns. P<3nini (5th Century BC) recognized them as independently significant. His view was elaborated by others who claimed that they have particular meanings, and that their main function is to specialize the meanings of the nouns and verbs to which they are attached.

Patd/ijali (2nd century BC), however, asserted that verbal roots carry a range of meanings in themselves and that prepositions have no particular meaning to contribute. Bhartrhari (8th century A.D) defended the Pāninian position; but eventually PunyarTja resolved the debate by concluding that

> 'In cases of verbs joined with prepositions the meaning is derived usually f^rn a harmonious combination *oidhQtu* (verb stem) and *upasarga* and not from any one of them separately'.
>
> (Chakravarti 1933:171)

However, from the above quotations and the discussion, we can conclude that the concepts of 'idiomaticity' and 'multiplicity' of the words (in verbal combinations): Creation of new verbal combinations by adding prepositions *{upasargas)* were dealt with by Indian grammarians long ago. Also, it is worth mentioning that the crucial problem of compositionality is fully and carefully debated, and many valuable observations were made.

2.3 LOGAN PEARSALL SMITH 1925

In this review, we shall now turn to Logan Pearsall Smith, Lexicographer and member of the Society for Pure English, whose 1925 book *Words and Idioms* includes a 125 - page chapter on 'English Idioms'. He defines idioms as:

> The idiosyncrasies of our language, and, above all, those phrases which are verbal anomalies, which transgress, that is to say, either the laws of grammar or the laws of logic.
>
> (Smith 1925:168)

Smith had developed and explained the above statement allowing that compound words could be idioms. The high incidence of oddity in the use of prepositions was noted by him. He also distinguished grammatical from semantic anomaly; but the chief focus of his essay lies in its lists of hundreds of English 'idioms', all phrasal and most figurative, classified according to their original semantic field.

The appendix of 'Semantic Idioms' alone gives over 500 expressions derived from parts of the body: *to keep one's head, to live from hand to mouth,* etc. Smith provides a valuable corpus for the idiomatologist to draw on.

2.4. CHARLES HOCKETT 1958

Hockett in his 1958 "Course in Modern Linguistics" is the first of the modern western grammarians to give serious consideration to the definition of idiom and its consequences. His discussion is worth quoting at length:

> 'Let us momentarily use the term 'Y' for any grammatical form the meaning of which is not deducible from its structure. Any 'Y' in any occurrence in which it is not a constituent of a larger 'Y', is an idiom. A vast number of composite forms in any language are idioms. If we are to be consistent in our use of the definition, we are forced also to grant every morpheme idiomatic status, save when it is occurring as a constituent of a larger idiom, since a morpheme has no structure from which its meaning could be deduced.
>
> The advantage of this feature of our definition, and of the inclusion of morphemes as idioms when they are not parts of larger idioms, is that we can now assert that any utterance consists wholly of an integral number of idioms. Any composite form which is not itself idiomatic consists of smaller forms which are'.
>
> (Hockett 1958:172)

Idioms will thus range from morphemes to proverbs or even poems, taking pronouns, proper names and figures of speech. Idiom formation is a constant process, and Hockett makes this significant point in the following words.

> 'the less productive a pattern is, the more likely it is that if a new form does get coined by the pattern it will have idiomatic value'.
>
> (ibid.:3O8)

In general, Hockett's account of idiom emphasized the following points:

- Idiomaticity is taken to be completely pervasive of language i.e. idiomaticity is a common throughout - present and seen or felt everywhere.
- Hockett deliberately and carefully admits morphemes to idiom status while other definitions exclude single morphemes (by referring to 'morpheme arrangements', a 'group of morphemes', or by specifying an idiom as a complex, a morpheme as a simple expression) or even words.
- It is not particularly forms which are idioms but occurrences of forms in the context of particular utterances.

Generally speaking, Hockett is thorough in mapping out the full territory covered by his definitions of idiom, and undoubtedly the class he has constituted is linguistically significant. ... Indeed it closely resembles the more recently postulated class of 'lexemes'. This is the better term: Idiom is more usefully reserved for a smaller, more tightly defined class of complex expressions.

2.5 DWIGHT BOLINGER: 1961-1975

A main point to begin with here, is Bolinger's early proponence of gradualism, and the same principle informs his discussion of "Collocations and Idiom" in the textbook: Aspects of Language (Bolinger 1975). Gradient 'degrees of tightness' are demonstrated in the syntactic deficiencies, freedom of lexical substitution and semantic 'specialization' of phrases. Idioms, Bolinger, saying in effect, shade into collocations, and collocations into free constructions, in both compositionality and productivity.

Bolinger's 'Meaning and Memory' (1974, published 1976) attacks the REDUCTIONISM of mainstream generative grammar, its analysis of all data into determinate rules and features, Language, he says, contains a vast number of 'pre-fabs', stored in meaning, at every level:

> Lexical units larger than words ... idioms ... where reductionist theories of language break down ... a vastly more persuasive phenomenon than we ever imagined.
>
> (Bolinger 1976:3)

Idioms, tightly bound phrases, shade away gradually into free forms through collocations, clichés, and illocutionary formulae. Word meanings are indeterminate, not ambiguous : ambiguity is a reductionist's 'semantic illusion' (Bolinger 1978:11). Language is a creature full of indeterminacy and heterogeneity, and any linguistic theory must reflect this.

The principles underlying Bolinger's work we find both congenial and convincing, his insistence on the pervasiveness of gradience and indeterminacy, in particular, should strike a warm chord in the heart of anyone familiar with idioms and their relations.

Bolinger also argues that idiomaticity is far more persuasive than one might think, and we should note the lickeness to Hockett, whose conception is such that 'any utterance consists wholly of an integral number of idioms'.

2.6 KATZ AND POSTAL, 1963

The first account of idiom to be influenced by the work of Noam Chomsky was Katz and Postal's 'Semantic Interpretation of Idioms and Sentences Containing Them; (1963), a concise and tightly-packed little article which has significantly influenced virtually all work on idioms since. The now-standard non-compositionality definition makes its first appearance:

> The essential feature of an idiom is that its full meaning is not a compositional function of the meanings of the idiom's elementary grammatical parts.
>
> (Katz and Postal 1963:175)

They go on to distinguish 'lexical idioms' from 'phrase idioms', that is,

> 'Those idioms that are syntactically dominated by one of the lowest level syntactic categories, i.e. noun, verb, adjective, etc. from those whose syntactic structure is such that no single lowest level syntactic category dominates them'.
>
> (ibid.:275)

The distinction too prevades latter work although too often in the form of exclusive concentration on 'phrase idioms' (notably verb + object groups) and the exclusion or neglect of "lexical idioms" (i.e. compound words, and noun + adjective, verb + particle, and similar clusters).

Lexical idioms are listed as units in the lexicon. For phrase idioms, however, considerations of simplicity in syntactic and phonological description suggest that:

> at least the members of the class of idioms whose occurrences also have compositional meanings must receive the ordinary syntactic structure assigned to occurrences of the stretches with compositional meanings.
>
> (ibid.:277)

Although they are not units in the syntactic lexicon, phrases and idioms do have this status in *the semantic dictionary,* indeed they make up a separate list, and are interpreted somewhat differently from 'lexical items'.

> This method... assigns readings to higher level constituents in underlying phrase markers, not to terminal symbols... which represents the fact that (an idiom's) meaning cannot be broken up into components and these parcelled out to the morphemes that make up the idiomatic Stretch.
>
> (ibid.:278)

The article is of crucial historical importance; it both makes good use of, and contributes to, the then current form of transformational-generative grammar; and many of its important claims (the non-compositionality of idioms, the distinction between lexical and phrasal idioms and the inclusion of compound words among the former, the semantic unity of phrase idioms) demand inclusion in any account of idiom based on any model of language.

2.7 URIEL WEINREICH: 1966,1969,1972

The next attempt to describe idioms in the terms of generative grammar was made by Uriel Weinreich (the first one being that of Katz and Postal). Weinreich was one of the first few generative grammarians seriously to tackle semantics, taking the following position:

> The goal of semantic theory... is to explicate the way in which the meaning of a sentence of specified structure is derivable from the fully specified meanings of its parts.
>
> (Weinreich 1972:44)

As early as in 1961 ('On the Semantic Structure of Language', published 1966) he was in the process of developing a formal combinatorial semantics for natural language and pointing out trouble spots: a section on 'Contextual effects on designation' mentions polysemy, depletion, idiomaticity and determination.

The general theory was further developed in 'Explorations in Semantic Theory' (1965, published 1972), and idioms receive their fullest treatment in the 1969 lectures, 'Problems in the Analysis of Idioms'.

Weinreich's definition follows the pattern set by Katz and Postal, 1963:

> ...idiomaticity ... a phenomenon which may be described as the use of segmentally complex expressions whose semantic structure is not deducible jointly from their syntactic structure and the semantic structure of their components.
>
> (Weinreich 1972:89)

Weinreich makes an admirable attempt to analyse how the meaning of an idiom works (many other linguists content themselves with explaining how it doesn't work). Having concluded that ambiguity, or polysemy, is an essential feature of idiom, he looks at, the possible levels or mechanisms of 'contextual specialization of subsenses', concluding that:

... the highest degree of idiomaticity is registered .. when the subsenses of a morpheme are suppletive, when the selection is determined by a unique contextual morpheme, and when the contextual selection works both ways. When all these criteria are satisfied, there results an expression such that there are not limits to the difference between its semantic structure and the semantic structure of its paraphrase.

(Weinreich 1969:41-2)

Weinreich considered at some length the problem of the decision as to whether a phraseological unit should be stored in the dictionary as a whole, or dissolved into its constituents.

The syntax of idioms in a transformational grammar is discussed at length and an attractive method worked out for their incorporation. The problem of semi-productivity and its relation to familiarity is touched on, and a complete scheme deduced for language structure acquisition, and use.

Weinreich strikes a commendable balance between the use of semantic and syntactic criteria, and shows a refreshing willingness and ability to articulate alternative theories and to admit the shortcomings of his own. The details of his discussion and conclusions are clearly informed by their basis in early transformational-generative grammar, but the argument remains sufficiently clear and reasonable to be accessible to idiomatologists of any persuasion. 'Problems in the Analysis of Idioms' (Weinreich, 1969) remains the clearest, most positive and most sensitive study of the subject yet made in the generative tradition, or perhaps in any.

2.8 ALAN HEALEY 1968

Healey's basic allegiance to tagmemics shapes his definition of idiom as

'a group of two or more morphemes and an equal or greater number of tagmemes whose meaning as a whole is not deducible from the meanings of its component morphemes and tagmemes or any sub-grouping thereof,

(Healey 1968:73)

thus including compound words.There follows a series of tests by which a suspected idiom can be identified and reduced to its essentials,

First,

> remove or replace its morphemes one at a time. If such a change does not destroy the idiomatic meaning of the expression, then the morpheme concerned is probably not part of the idiom.

Secondly,

> take each component morpheme in turn and search for other collocations in which it occurs with the same meaning as it appears to have in this suspected idiom. Often the search is fruitful and the idiom disappears, and in the process we have become familiar with one of the less familiar usages of the particular morpheme.
>
> **(ibid.:72)**

Healey thus becomes the first to make clear the relationship between idiomaticity and degrees of productivity and to require that an idiom be fully non-productive.

A third possible test for idiomaticity, is to expand or transform the expression. If the results are ungrammatical or changed in meaning, the form is confirmed as an idiom.

> Finally, he sets the following criterion for considering an utterance as an idiom:
> 'a semantically unique occurrence of any kind of element plus the essential (minimal) context in which it occurs are together treated as an idiom'.
>
> (ibid.:77)

After setting the criteria for considering an utterance as idiomatic (deletion, replacement, expansion and transformation tests), Healey presents his own classification of idioms, which is impressive and carefully organized:

'Small sampling of some of the commoner types of English idioms ... The primary classification is in terms of each idiom's syntactic behaviour in its external context. Within these groupings the idioms are subgrouped according to their internal structure.'

(ibid.: 80)

They range from compound words to long phrases, through nouns, verbs and numerous types of modifier, conjunction etc. This list is reprinted in full by Makkai (1972:341-8), and is well worth perusal.

Healey goes on to defend the status of an idiom as

'a structural unit very similar in its general properties to the morpheme, differing from it, mainly in the type (level) of internal complexity.'

(ibid.:94)

and briefly discusses the special problems of the lexicographer and language teacher.

In general, the article is remarkably unbiased, unassuming, and useful. Healey's list and its principles of organization are valuable in any study of idiom, and essential to the interesting problem of their odd syntactic behaviour.

2.9 BRUCE FRASER 1970,1976

Another discussion of the syntax of idioms, within the framework of transformational grammar, found in Aspects of the Theory of Syntax' is that of Bruce Fraser. He claims that an idiom is:

'a constituent or series of constituents of which the semantic interpretation is not a compositional function of the formatives of which it is composed (Fraser 1970:22)'.

and its literal counterpart will have an identical representation in syntactic deep structure, in this agreeing broadly with Katz and Postal and with Weinreich and adducing similar arguments.

The bulk of Weinreich's paper attempts to provide a generalized system to account for the degree of transformational deficiency of particular idioms. He does that by setting up a 'Frozeness Hierarchy' of five levels for types of transformation, and arranging idioms along this hierarchy in such a way that an idiom which allows any one will (in theory) allow any one below it. Thus the dictionary entry for an idiom need only give a numbered level from LO (completely frozen) to L5 (minimally restricted).

In his 1976 book the *Verb-Particle Combination in English,* Fraser is still interested in the syntax of phrasal idioms, still sets up his classifications on the basis of their degree or type of transformational deficiency, but a deliberate attempt to present all ideas and conclusions in as neutral terms as possible (Fraser 1976:V) makes the account much more accessible. The data base is also impressive, even without the appendix of nearly 1000 English verb + particle expressions defined and shown in use.

2.10 WALLACE CHAFE 1970

Chafe also made valuable underlying assumptions-in this case as a semanticist - and used deliberately his terminology from the mainstream of linguistic research. However, it is worth working through his writings and taking his suggestions into consideration. For a long time Chafe had been concerned with the place of idioms in language structure. He found them of special interest because they seemed to him to be clear instances of morpheme arrangements in which the morphemes themselves could not be looked upon as semantic units.

He illustrated the above point with the following example:

> 'If I say that 'Henry is dragging his feet', for example, it is likely that neither the meaning of 'drag' nor the meaning of 'feet' is present, but rather some other meaning much closer to that of *'procrastinate', 'delay' or 'temporize'.* I saw that it was this latter meaning which functioned in semantic structure in the way in which I had thought of morphemes as usually functioning. It became obvious from such example that at least some semantic units had to be turned into configurations of other units before they could enter the phonological area; that

the unitary meaning similar to that of *'temporize'*, for example, had to be turned into the postsemantic configuration "drag one's feet" before anything further could be done...'

(Chafe 1970:8)

Using the above-mentioned example, he speaks of a semantic change: esp. idiomaticization: '...a kind of change that could be labeled "idiomaticization".

He assumed that at an earlier stage of English "to drag one's feet" had only the literal meaning. At some point in the history of English a change occurred which amounted to the creation of a new semantic unit with the meaning alluded to above. The conversion of this new meaning into sound, however, made use of *material already in the language*, material such as 'drag' and 'feet' which might otherwise have semantic relevance but which in this case played only a post-semantic role.

Accordingly, idiomaticization was responsible for pushing apart surface and semantic structures.

After introducing and discussing the concept of idiomaticization in the first four chapters of his book "Meaning and the Structure of Language", he devoted chapter five to the effect of "idiomaticization".

Chafe started his discussion by raising the question:

> What kind of semantic change is it that creates this gap between semantic structure and symbolization?

In answering this question, he believes, it is the growth of new semantic units ... an increase in the size of semantic inventory was one of the principal factors in the evolution of language. In this chapter, he explains how this same expansion of semantic inventory can lead to one of the most important kinds of discrepancy between semantic structure and symbolization. The crucial consideration here is that new semantic units need someway of being converted into sound. They need not, however, acquire a sound which is distinctively their own but may avail themselves of the fact that *there are other semantic units which already have established symbolizations* ... He thinks, aside from those rare instances where a new symbolization is consciously invented (like Kodak or gas), is that the symbolization resources of already existing semantic units are appropriated.

Chafe went on to develop the effect of idiomaticization issue giving different examples:

He mentioned as one kind of semantic change *the sprouting of a new meaning from an old one in some particular context.* Such a new meaning will be vigorous and independent in that context but will not exist elsewhere. A historical development of this kind, for example, must be responsible for the meaning usually carried by the sound 'red' in the context of 'hair'. 'Red hair' is usually thought to mean 'hair' that, is of a colour which would not otherwise be called 'red', something actually closer to orange, perhaps. Suppose, we call the old meaning 'redl', and the new one 'red2'. When a new meaning like 'red2' develops in some context it does not completely eclipse the old one in the context, although the new one is much more likely than the old one to occur there. Hence, the sound 'red hair' is ambiguous, either red, or red2 may be present in the semantic structure, though the latter is more to be expected. Outside of the context of hair, however, only redl is found (if we ignore the several other meanings which the sound "red" may carry.) This example shows for one thing that the new meaning is a discretely different semantic unit from the old one... Then Chafe turned to a semantic unit in English which can be labeled makel, having to do with acts of putting something together:

"Chris makes radios". There is another, contextually very limited unit make2 which, when applied to, a bed, means something like "restore to a properly neat condition". Thus, "make a bed" is ambiguous in the same way as "red hair".

... A semantic unit like red2 or make 2 —• one which does not have a direct symbolization of its own but which trades on the symbolization of another (or others) - can be called *an idiom.* He distinguished them by calling them restricted idioms.

Chafe offered, however, another kind of idiom which might be called unrestricted ... He took "off-base" as an initial example.

Chafe concludes chapter five of his book by presenting his categorization of idioms:

> 'Idioms are semantic units, and ... that semantic units, fall into a number of different categories; ... "off-base" and "on-the-wagon" are in traditional terms

"adjectives", "spill the beans" and "trip the light fantastic" are "verbs", while "red-herring" and "lily of the valley" are "nouns".

Semantic units like these all belong to a type which I shall later call *lexical*, characterized by a relatively high degree of information context, relative in frequency in use, and various features of semantic distribution. Other semantic units may be called at this point *'nonlexical'*. It will be enough for the reader to associate them with traditional "inflections" ... we might take as examples the so-called progressive aspect and perfective aspect in English...'

(ibid.:49)

In broad line, Chafe's position is that an idiom is represented in semantic structure by a representation of its idiomatic meaning - "spill the beans", for example, by "disclose information indiscreetly" - and that this is converted first by "literalization" to a composite post-semantic configuration and, then by 'post-semantic rules' to a surface structure. The manipulation of semantic features such as 'plural' or 'definite' or inflectional features such as 'passive' must take place before literalization and so their selectional restrictions must be tested against the semantic representation. Any later alterations will block the idiomatic reading of the surface structure.

2.11 T.F. MITCHELL 1971

T.F.Mitchell developed the concept of 'collocation' which is originally conceived by J.R. Firth. In 'linguistic 'Goings on': Collocations and other Lexical Matters Arising on the Syntactic Record", he sketches a general theory of meaning and defines collocations, colligations (a class of collocations with a common word-class for one element is a colligation), idioms, and compounds against this background, concluding with a statement of the basic principles of Firthianism.

Leaving Mitchell's definition of collocation aside, we will concentrate on his description of idiom:

'the idiom belongs to a different order of abstraction. It is a particular cumulate association, immutable in the sense that its parts are unproductive in relation to the whole in terms of the normal operational processes of substitution, transposition, expansion, etc. This is presumably what is implied by the usual 'notional' definition of an idiom as an entity whose meaning cannot be deduced from its parts.'

(Mitchell 1971:57)

It would seem to follow from Mitchell's insistence on linguistic gradience rather than slicing into levels, and his use of roots rather than words that the status of a complex expression as one word or many should have no effect on its idiomaticity.

A resume' of Firthianism concludes the paper, which despite a slight obscurity of style and occasional oddities of theory, uses commendable general principles to work out some valuable distinctions and classifications.

2.12 QUIRK et al 1972

In their book: Grammar of Contemporary English 1972, the writers treat Multi-word verbs of English in a detailed manner: An 8-page section (pp.811-818) including a number of illustrating examples. These examples are divided primarily into two sets: (For convenience, we will not retain the numbers given to these examples in that reference but we shall use our own serial numbers in citing them):

Let's examine the first set:

John called the man [1]
John called up the man [2]
John called on the man [3]
John put up with the man [4]

Then, from these examples, follow the discussion and categorization below:

Verbs can be divided into 'single-word verbs' as in [1] and multi-word verbs, which are PHRASAL VERBS (as in [2]), PREPOSITIONAL VERBS (as in [3]), or PHRASAL-PREPOSITIONAL VERBS (as in [4]).

Leaving aside, for the moment, the internal differences of multi-word verbs, we will first distinguish this set from other, superficially similar sequences consisting of verbs and prepositional phrases (the second set):

John called from the office [5]

John called after lunch [6]

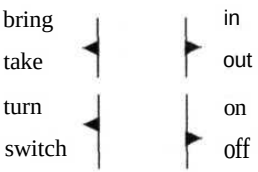
John called from under the table [7]

The difference between the first set, represented by sentences [2-4], and the second set, represented by sentences [5-7], can be stated in terms of 'cohesion' : in the first set, the adverbial or prepositional particle (up, on, up with) forms a "semantic and syntactic" unit with the *verb;* in the second set, the prepositional particle (from, after, from under) is more closely connected with the head of *the prepositional phrase.*

Then, the authors go on to establish the semantic criteria for testing the semantic unity in phrasal and prepositional verbs (the first set) which can often be manifested by substitution with a single-word verb, for example, *'visit'for 'call on', 'summon'* for *'call up', 'omit'* for *'leave out',* 'see' for *'lookat,'* etc.

Furthermore, phrasal and prepositional verbs often have composite meanings which are *not* normally deducible from their parts, for example, *make out* (understand), *take in* (deceive), *come by* ('obtain'). The terms 'phrasal' and 'prepositional' verbs are not, however, restricted to such idiomatic combinations. We can distinguish three subclasses within the first set (where it will be convenient to refer to both the adverbial and prepositional element as 'particle'):

a) The verb and the particle keep their individual lexical meanings, as in *"look over'* ('inspect'), *'set up'* ('organize'). The individuality of the components appears in possible contrastive substitutions:

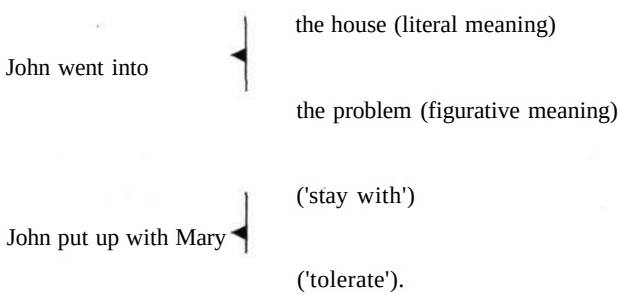


b) The verb alone keeps its basic lexical meaning and the particle has an *'intensifying'* function: *find (out)* ('discover'), *sweep (up)* the crumbs, *spread (out)* the rug.

c) The verb and the particle are fused into a new idiomatic combination, the meaning of which is not deducible from its parts, for example, *bring up* ('educate'), *come by* ('obtain'), put off ('postpone'), *turn up* ('appear'), *come in for* ('receive').

In such combinations there is no possibility of contrastive substitution: there are no pairs such as *bring up/down, give in/out,* etc. for this subclass. The adverbial, lexical values of the particles have been lost, and the entire verb-particle combination has acquired a new meaning.

In some cases, the same verb-particle combination can belong to more than one subclass with a corresponding difference in meaning:



Using the same examples above Quirk et al applied the syntactic criteria below to distinguish the first set from the second one:

a. **Passivization**

The syntactic similarity of verbs in the first set can be seen in their acceptance of passivization.

First set: The man was
- called up
- called on
- put up with

Second set:
- * Lunch was called after
- * The table was called from under
- ? The office was called from

In the passive, the verbs of the first set behave identically as single-word transitive verbs (The man was called), whereas the verbs of the second set do not admit of the passive. Note that ambiguous combinations like *'put up with'* take the passive only when they have the figurative meaning:

Mary couldn't easily be put up with (= 'tolerate' but not • 'stay with').

Combinations of verbs and prepositional phrases which are awkward in minimal sentences can, however, become more acceptable with appropriate contextualization: "This office has been called from so many times that it was natural to assume that it was, the source of the latest call".

b. **Pronominal Question Form**

The questions of the first set are formed with 'who(m)' for personal and with 'what' for non-personal objects:

Who(m) did John call up?

What did John look for?

c. Adverbial Question Form

The prepositional phrases of the second set have adverbial function, and have question forms with "where, when, how, etc.".

Where did John call from?

When did John call?

There is a certain amount of overlap between the two sets. If we apply the three criteria (P) passivization, (Qpro) Pronominal question form, and (Q adv) adverbial Question form, to sentences 8-12, their relations can be stated by means of a matrix:

P	Qpro	Qadv		
+	+	-	The police might ask for more details	[8]
-	+	-	John agreed with Mary	[9]
-	+	+	The car stopped beside a wall	[10]
-	-	+	She left before ten o'clock	[11]
-	-	-	His job also comes into the picture	[12]

Looking back to the above table, one can notice the following:

Sentence 8 has both passive and pronominal question form:

More details might be asked for by the police [8p]

What might the police ask for? [8 Qpro]

Sentence [9] has only the pronominal question form: Who did John agree with? [9 Qpro] The passive is highly doubtful: ?Mary was agreed with by John. [9 P]

Sentence [10] can form no passive, but both types of question are possible; the pronominal one is rather 'recapitulation', whereas the adverbial one is the more natural question:

What did the car stop beside [10 Qpro]

Where did the car stop? [10 Q adv]

Sentence [11] has only the adverbial question form:

When did she leave? [11 Q adv]

Sentence [12] finally shows its *idiomatic nature* by accepting none of the three criteria, resisting this kind of syntactic manipulation.

After distinguishing multi-word verbs (the first set) from prepositional phrases (the second one) Quirk et al indicate the internal differences of multi-word verbs. They divide them into the following:

a) phrasal verbs as in [2],

b) prepositional verbs as in [3] and

c) phrasal - prepositional verbs as in [4].

Then they defined prepositional verbs as:

> "... we will count as prepositional verbs those which accept the passive and / or the pronominal question form but not the adverbial. ..., this dichotomy will separate [8] and [9] from [10] and [11], which will be analysed as single-word with prepositional phrases as adverbials. • [12] is a lexical idiom that does not obey productive syntactic rules of the kind we have discussed".
>
> (Quirk et al 1972:815)

They continue their definition of multi-word verbs classes showing phrasal verbs, in comparison with prepositional ones:

'Returning to the first set, it now remains to distinguish between phrasal and prepositional verbs: they display certain a) phonological and b) syntactic differences:

a) The *particle* in phrasal verbs is *normally stressed* and, in final position, *bears the nuclear tone,* whereas the particle in the prepositional verb is *normally unstressed* and has the 'tail' of the *nuclear tone* on the *lexical verb:*

   He called 'up the man - The man was called 'up

   He 'called on the man - The man was 'called on

b) A syntactic difference is that the particle of a phrasal verb can often stand either before or after a noun, whereas it can only stand after a personal pronoun:

   Call up the man,

Call the man up,

Call him up, but not

• Call up him (unless it has contrastive stress:

Call up 'him, not his 'sister).

;Quirck et al 1982:815).

Then a table shows these and other criteria that distinguish the two classes of verbs as having different syntactic patterning with regard to 'noun object' (as in e): 'personal pronoun object' (b) and (f); 'position in relative clause' (d), and 'adverb insertion' (c). The table shows that prepositional verbs take (b) personal or (d) relative pronouns after the preposition, and admit (c) an inserted adverb: phrasal verbs, on the other hand, have particles which can separated from the verb by (e) a noun or (f) pronoun.

Diagnostic Frames for Phrasal and Prepositional Verbs

Prepositional Verb	**Phrasal Verb**
Call on = 'visit'	**call up** = **'summon'**
a) They 'call on the man	They call 'up the man
b) They 'call on him	*They call up him
c) They call 'early on the man	*They call early up the man
d) The man on whom they call	*The man up whom they call
e) They call the man on	They call the man 'up
f) They call him on	They call him 'up

(Quirk et al 1972:816)

Before proceeding to the third class of multi-word verbs (i.e. phrasal - prepositional verbs), there is a comparison between "verb - adjective combination" and phrasal verbs: (= discussing, here, what are *not* phrasal verbs?).

"There is a verb - adjective combination that is very similar to phrasal verbs.

- He put the cloth *straight* (adj)
- He put it *out.* (adv. particle)

Where only 'put out' is considered a phrasal verb. Both combinations form close units but the adjectives in verb-adjective combinations have their individual meaning and grammatical properties:

John didn't put the table cloth as (straight as Mary)-

John didn't put the table cloth as (*out as Mary)-

(Quirk et al 1972:816)

Other examples of verb-adjective combinations are: cut short, set free,..

Then, quirk et al present the third class of multi-word verbs: Phrasal - prepositional verbs:

"Phrasal verbs are combinations of the two multi-word verb classes that we have discussed …"

- o 'We are all *looking forward to* your party on Saturday',
- o 'He had to *put up with* a lot of teasing at school'.
- o 'Why don't you *look in on* Mrs. Johnson on your way back?'
- o 'He thinks he can *get away with* everything'.

(ibid.: (816-7))

To illustrate further the above three categories of multi-word verbs, Quirk et al give, in their text, a short list for each verb class with glossaries for meanings and illustrations.

To conclude this review of Quirk et al's 'Grammar of Contemporary English', one can say that this reference is very clear introduction to the subject of *multi-word verbs of English* especially pages (811-818). The term *multi-word verbs* appears in the reference as a jargon for these verbal combinations which consist of a verb + particle or / and prepositions: It is the broadest term which embraces those verbal combinations which are *idiomatic* and those which are *"non-idiomatic"* and, as we have seen in our review of earlier views on this component of vocabulary (and we shall see), most of the authors, dictionaries compilers, linguists, etc. use the term "phrasal verbs" which does not cover, according to its definitions, *all* verbal combinations but is limited only to those "idiomatic verbal combinations" - A reason for which the researcher opted for the term

'Multi-Word Verbs' as a second component of the title of the present study.The semantic or syntactic criteria discussed in this book equipped the reader with a rich source, especially the transformation operations which are discussed in detail.

In sum, the book is relevant to our present study and many other books in the subject referred to as an standard reference in this important area of vocabulary: multi-word verbs.

2.13 ADAM MAKKAI1972

Makkai's Idiom Structure in English (1972), a revised version of his 1965 Yale Ph.D. thesis, is a full and detailed study, with some solid insights and distinctions. • He begins with an extensive survey of earlier work and an admirably clear summary of the development and principles of stratificational grammar. In the central theoretical section, namely that 'Two Idiomaticity Areas in English' are set up, the *lexemic* and *sememic.* Lexemic Idioms are composed of more than one minimal free form (expressions with a unique constituent (pseudo - idioms: Cranberry, kith and kin) and compound words are thus excluded). They must also be able to mislead or 'disinform' an unwary listener. Sememic idioms such as proverbs are of sentence length and have both an acceptable literal meaning and an additional moral or message; they allow considerable transformation, modification and compression. Finally, Makkai, mentions the possibility of finding *'hypersememic'* or *'pragmemic'* idioms whose meaning depends on their use within a particular culture.

Idioms are then divided into six lexemic and nine sememic classes. The two most important are L/l, (Phrasal Verb Idioms), and L/2 (Toumune Idioms). Phrasal Verb Idioms are of the verb + particle type (bring up, take off), an enormous class, swollen here by their secondary derived formations (upbringing, take-off). Tournures, the largest lexemic idioms, contain at least three free lexons, and allow only limited inflectional change. Most are verbs. Makkai's sub-division according to the presence of compulsory *//, a, the, irreversible binomial* or *"be"* is probably not the most significant or useful that could be devised. Nor does he mention that they are usually (although not always)

metaphorical: *cheq the rag, smell a rat, pull up stakes.* They are, however, distinguished elsewhere as 'idioms of decoding' (which must be learned individually before they can be understood) from 'phraseological peculiarities, idioms of encoding', in which 'misunderstanding, unintelligibility, the ability to mislead and ambiguity … are not involved (Makkai 1972:25), but which are still sufficiently unpredictable in form that they must be learned before they can be used (English *to drive at a certain speed,* French "avec" (with).

A short concluding section on 'Typological Implications of Idiomatic Analysis' foreshadows the interest in universality which is developed in some of Makkai's later work. The second half of the book comprises lists and partial analysis of idioms in the six lexemic classes, especially L/l. Here Makkai has crossed 100 common verbs with 25 formants' (i.e. prepositions or particles). Listing and cross-listing every idiom among the resulting forms, with graphs and percentages for the actual versus the potential number of occurrences for each constituent. The method and lists are interesting.

By 1973, in "The Cognitive Organization of Idiomaticity: Rhyme or Reason?' Makkai has developed the notion of a 'Pragmo-Ecological Grammar' whose 'central axis' is the 'lexecon' (= ecological lexicon) a vast computerized web of 'lexemes' and 'sememe nests' with frequency listings and dialect markers (Makkai 1973:11). He is then committed to the notion of dismantling the meaning of an idiom and pigeon-holing it under the entries for its constituents in the 'lexecon'. Idiom is accordingly redefined:

> 'An idiom is an entry in the ecological dictionary of English whose number of cross references is twice the number of its constituent words (once for every lexeme as expression carrier, and once for every lexeme as to its belonging to a certain semantic nest) plus its own idiomatic meaning which is not deducible from its components (Makkai 1973:12).

The principal mechanism for the creation of new idiomatic forms is:

> the multiple "reinvestability" principle … Idioms come about in the course of the development of natural languages because the language is running out of raw material in its ever-increasing need for new terms as new discoveries are made, new items are named...
>
> (ibid.: 16)

Many of the above ideas reappear in the 1978 paper 'Idiomaticity as a Language Universal*. The definition of idiom was virtually unchanged (Makkai 1978:413), and the 'ecological dictionary of English' was still shown as the prime objective.

'Multiple reinvestment' is again given as the principal and Language - Universal source of idiom, and it is suggested that unpleasant or sexual terms tend to be obsessively repeated in other senses and that meaning will always shift from the concrete towards the abstract. (ibid.:422-6,430-43).

Makkai's work is thorough and carefully organized, and in its earlier stages makes some good points: the encoding/decoding distinction is useful, for example, and the parallels between 'lexemic, sememic, and possible 'hypersememic' or cultural idioms are interesting as well as his arguments and his impressive collections of data.

2.14 SAUSSURE 1973

In modern linguistics, Saussure (1973:12) makes a brief mention of idioms which can be summarized as .: they couldn't be changed (transformed), according to usage restrictions, and they are unpredictable - they are made by the tradition. Saussure called them 'ready-made utterances' ('Locutions toutes faites'): expressions which are learned as unanalysable wholes and employed on particular occasions by native speakers.

2.15 CHARLES RUHL 1975

Rahl's first contribution is an obscure 1975 article entitled 'kick the bucket is not an Idiom.' The gist of his argument is that the verb 'kick' is associated with the notion of 'death' in a number of expressions, so that in this one the 'bucket' is the only idiomatic constituent. He followed this up with 'Idioms and Data' (1976, published 1977), attacking Makkai's Idiom Structure in English' for forming conclusions from insufficient data. According to him:

> An idiom is a construction whose words occur elsewhere but never with the same meaning as in this construction.
>
> (Ruhl 1977:459)

Ruhl suggests that many so-called idioms have one constant very abstract meaning which can account for their various surface uses, rather than being ambiguous (and thus there are many fewer idioms in a language than as generally thought).

2.16 RONALD E. FEARE 1980

The book to review in this section is *Practice with Idioms.* The purpose of this workbook is to encourage the active participation of the learner in acquiring knowledge of the *meaning* and *structure* of idiomatic expressions. This point is developed below:

It is believed that students of English especially those of the intermediate and advanced levels at which this book is aimed, are capable of searching for and discovering much of the relevant information regarding proper idiom usage with only minimal guidance and instruction from the teacher. This *active involvement* in the learning process can be of much greater benefit to the student than simple memorization.

(Feare 1980:ix)

Then, the writer explained the means which was used to realize the active involvement, mentioned above:

> 'To achieve this goal, the author has chosen to employ inductive, problem-solving techniques in this workbook. Much emphasis has been placed on the ability to guess meaning from the context within which an idiom is used, and on the ability to figure out the grammatical features which distinguished certain sets of idioms.'
>
> **(ibid.:ix)**

He went further to assert that the results would be positive and greater if these important skills are acquired:

> 'Once students are equipped with the necessary skills for analysing and understanding idiomatic forms, they will be in a much better position to expand their knowledge beyond the scope of this workbook.' (Ibid.: ix)

On page xiii, some instructions and guidelines are given to the instructor:

> 'Use of this workbook requires some basic awareness of English grammar. Such terms as "subject", "verb," "preposition", and "transitive/intransitive" should be well understood before an instructor attempts to use this book. The author would strongly suggest that the instructor preview the chapters before work with the students begins, especially those units which deal with the important grammatical characteristics.
>
> '… The instructor should find the exercises to be self-explanatory for the most part and should have little trouble in advising students of the work to be done. The instructor should soon feel comfortable in guiding students through their work, helping them to discover and understand for themselves the rules and concepts associated with the various idiomatic expressions'.

The organization of 'Practice with Idioms' as it is shown by its author, is as follows:

'The idioms are divided into chapters according to their grammatical category. The chapters covering intransitive verbal idioms form Section I of the book; chapters covering transitive verbal idioms form Section II. Chapters covering nominal, adjectival, and adverbial idioms form Section III. It is believed that verbal forms are more useful in general and deserve far greater concentration and effort. This is the reason why they constitute the larger and more important sections of the book.'

(ibid.: xiii-xiv)

After outlining the general plan of the workbook, there follows *a detailed description of how to work through* ***a*** *chapter.* For the great importance of this description, in direct classroom practices and procedures, the researcher finds it is excusable to quote it *at length:* (The *explicitly taught course,* on idiomatic expressions and multi-word verbs, given to the subjects of this study, made **a** good use of this description).

Working Through A Chapter

Part I, a *guessing exercise* which begins each chapter, requires the student to analyze the contextual setting of the idiom and to extract an appropriate definition or synonym. In addition, the student is asked to underline those clues in the sentence which help him to guess the possible meaning of the idiom. These tasks foster and refine the student's ability to rely on his own knowledge and skill in deciding on meaning. This exercise also promotes class discussion and tends to limit student dependence on dictionaries as a source of definition. It is important to realize that there are no "correct" answers at this initial stage: the student is merely trying to provide some possible, acceptable meanings for the idioms. No attention should be given at this point to the grammar of the idioms, as this is covered thoroughly in following parts and would be a premature consideration.

Part II, *a matching exercise,* provides the student with a way to check the guesses made in Part I. The definitions are listed on the left side of sentences which have blanks to be filled in with appropriate idioms; the sentences are comprised of context clues which are very similar to the ones found in Part I. The student can take a definition and check the context of the sentence, go back to Part I to match up the definition and context with the correct idiom, and then place that idiom in its proper blank. The instructor would guide the student through this process, helping him to notice similar contexts when difficulties arise. In this way the student can develop his ability to discover the meaning himself before resorting to outside references, such as dictionaries.

Part III provides *a detailed explanation of each idiom.* Information includes a listing of the most common noun phrases which are associated with each idiom. When necessary, further useful points on grammar or meaning are given. Some example sentences show how the common noun phrases are used with the particular idiom. A set of possible discussion topics is also provided to encourage student feedback and the sharing of ideas with each other and with the instructor.

Part IV focuses on *the grammatical features* which tie the idioms in each chapter together. A brief introduction provides the student with the basic grammatical framework of the chapter. The student is then asked to compare and analyze sets of contrasting sentences, some correct and some incorrect, which draw out the relevant grammatical features. After he has tried to discover the rules by answering the questions posed, the student finds an explanation of the information which he tried to uncover. It is highly recommended that the instructor preview this part before starting each new chapter.

Part V is a *multiple-choice test of idiom understanding and retention.* Review is cumulative through each of the first two sections of the book, so in later chapters the student must be careful to follow the correct grammar rules as well as pay attention to the important contextual information. In addition to discussing why an answer is correct, it is also useful to discuss the inappropriateness of other choices as a way to differentiate between the various verbal forms.

Part VI requires the student *to write a brief, original sentence* using an idiom in correct response to a specific question. The context is provided but must be developed appropriately.

All the exercises and parts of each chapter in Section I and II build on the idioms from previous chapters, so that idioms already learned are constantly being reviewed. This also applied to section III, although verbal forms are not included as review.

REVIEW:

'The review chapters for Section I and II also provide *valuable reinforcement* of *grammatical forms*, as well as *useful information about changing the verbal idioms into nominal (noun) and passive (verb) forms.* In addition, topics for paragraph writing, role-playing, and further discussion are provided as interesting ways for students to apply the knowledge they have learned.'

(Ibid: xv)

Under the heading "Teacher as Facilitator" the author clarifies the role of teacher in this workbook:

> 'Until students begin to feel comfortable with the new approach in this workbook, all exercises should be done in class, preferably as group activities or on an individual - student basis with the instructor moving around the room offering advice. Optimally, the first two chapters would be done entirely as group activities. It is the author's suggestion that the first two exercises in each chapter also be done in class in order to promote discussion and to discourage students from looking ahead to part III to find the answers. Only the last two exercises in each chapter are recommended for outside homework at any stage or level. The instructor should use his or her own discretion in differentiating class-work and home-work as he or she becomes familiar with the students abilities. The instructor will probably be most involved in the *third* and *fourth* parts of each chapter, *as they delineate the semantic and syntactic features of the idioms,* and therefore require more explanation.'
>
> (ibid.:XVI)

After providing the instructor with some suggestions and guidelines for handling the material in this workbook as well as indicating explicitly his role, the author writes the following to the student:

> 'In this workbook, you will be studying the *grammar rules* of idioms, as well as *meanings.* These rules will describe and distinguish various kinds of idioms: if you are able to separate and understand these different types, you will have an easier time using the idioms you have studied as well as learning new ones ... This brief introduction should give you an idea of the new material you will be learning in this book, but learning new material is not all that you will be doing. Slowly but surely you will be learning new ways to guess the meaning of unfamiliar idioms by yourself. A student who develops the necessary skills of guessing will be better prepared to learn the new, and more difficult idioms he or she encounters outside of class.'
>
> (ibid.: xvii)

To conclude, it goes without saying that the fact that this workbook is written by instructor (at the American Language Institute at San Diego State University) makes it a practical and useful material since it is the outcome of a practitioner close interaction with classroom needs and practices. It is also worth mentioning that the researcher makes use of this text in carrying out the experiments in the present study particularly in devising the pre-test, the proposed 'course content' on idiomatic expressions and 'multi-word verbs', and the post-test given to the subjects.

2.17 MICHAEL J. WALLACE 1982

In his book 'Teaching Vocabulary', Wallace (1982) devoted a whole chapter (chapter 8; pages 116-124) on idioms and multi-word verbs. The introductory sentence to this chapter reads as follows:

> '… we are going to look at two special areas of vocabulary which cause a lot of concern to EFL teachers and learners: idioms and multi-word verbs.'
>
> (Wallace: 116).

Then, he established a working definition of idioms:

> 'However, it could be suggested that a practical definition of 'idiom' for teaching purposes will contain three elements: (1) idioms consist of more than one word; (2) idioms are fixed collocations; and (3) idioms are semantically opaque.'
>
> (ibid,: 118).

Depending upon the above definition, he went further to mention the following points concerning *teaching* and *learning* of idioms:

> 'First of all, there does not seem to be any point in grouping idioms together, and teaching them together, simply because of some words they have in common. In some books for teaching idioms, for example, several idioms which happen to mention animals (e.g. *let the cat out of the bag; rain cats and dogs; lead a dog's life,* etc), are taught together. This is pointless since… the literal meaning of the words has little or nothing to do with the real meaning of the idiom. It is a bit like teaching the words *'football'* and *'ballroom'* together, because they both contain the word *'ballT*

The most sensible thing, in fact, is to treat idioms as unusually long words, and to teach them as one would teach any new word; that is, as they occur in a meaningful context.'

(ibid.: 118)

The second point made by Wallace, regarding teaching and learning of idioms, is the transformation possibility (or impossibility) of some idioms; Do they admit passivization, prenominalization etc.

It may be useful to indicate what changes the idiom can undergo, and this often relates to the idiom's underlying meaning ... Let us return to an example we have used often, *'let the cat out of the bag'*. It is possible to make this expression passive and say: *the cat has been let out of the bag.* This is possible because the underlying meaning ('reveal a secret') can also be made passive ('the secret has been revealed'). An expression like, *'it was raining cats and dogs'* ('it was raining heavily') obviously cannot be made passive because of the underlying meaning. But this will not always explain what is possible and what is not possible as far as altering the structure of idioms is concerned, and learners may need some help on this.

(Wallace 1982:118-9)

Wallace summed up his discussion of idioms saying that they are special form of collocation which will be encountered by every learner and that although there have been various attempts to classify idioms, there seems little to be gained by dealing with them under different linguistic categories: they are best treated as individual lexical items, to be learnt as such.

After giving the above account on idioms, Wallace turns to the second area of his chapter: multi-word verbs: providing the following definition:

'A multi-word verb is a verb plus a particle (i.e. preposition or adverb), or, sometimes, a verb plus two particles, which join to form a new structural unit.'

(ibid.:119)

Then, there follow some examples of multi-word verbs *(abide by, cross off, do without, come down with* etc.) and a categorization or division of multi-word verbs into: "Phrasal Verbs" and "Prepositional Verbs", and this is the way that they will be referred to in his discussion of these sub-sets.

Under the heading 'Teaching Multi-word Verbs', the writer mentioned three main areas of error:

1. in productive language, the use of the wrong particle with the verb - a problem of collocation;
2. receptively, not being able to understand these multi-word verbs which are also idioms;
3. generally, problems arising from the special nature of these verbs: their different structural patterns (eg. with pronouns), their special stress patterns, and so on.

Bearing in mind the phrasal / prepositional verbs distinction, Wallace discusses' in the following lines, some semantic and syntactic considerations which have their implications on teaching and learning of multi-word verbs:

'Look at these two sentences. Which one contains the prepositional verb?

1. She always *looked after* her father when he was ill.
2. Jane *arrived after* her uncle, who was early.

'… the first sentence which contains the prepositional verb *(looked after),* whereas the second sentence contains the verb plus preposition, *(arrived + after).* Because it is a structural unit, transformation can be applied to *'look after'* which cannot be applied to 'arrived + after'. 'Look after' can, for example, be made passive: *'He was always looked after by his daughter when he was ill'.*

The second sentence cannot be made passive. *'Look after',* like many other prepositional verbs, is not only a structural unit, it also a semantic unit.'

(ibid.: 120-1)

Wallace developed the statement above (the semantic and structural unity of prepositional verbs) indicating its implications for the way they should be taught emphasizing the former:

'…By this we mean that the verb and the particle has lost some or all of the their original sense to form a new unit of meaning - in other words, it is an 'idiom' … it means that there is little point in grouping prepositional verbs by either the verb or the particle.

In some textbooks, prepositional verbs are presented in lists in this way, e.g. *look after, look for, look at* ... might be presented at the same time. This is simply contusing for the learner.'

(ibid.: 121)

He then suggested a way of teaching prepositional verbs:

'Prepositional verbs should be taught as individual lexical items as they arise *in context.* Students should learn prepositional verbs as a unit, so they realize that the particle, is an integral part of the verb it goes with.'

(Ibid.: 121)

To complete his treatment of the teaching and learning points of multi-word verbs, the author went on to discuss the second category of these verbal combinations i.e. phrasal verbs. His concentration, here, is on objects, articles and pronouns position:

'Like prepositional verbs, phrasal verbs are structural units. The main difference in this respect is that with phrasal verbs the verb is often separated from its particle. So we can say:

Put down that book! Or

Put that book down!

Indeed the second sentence is perhaps the normal ('unmarked') form of a phrasal verb and its object. Of course a prepositional verb cannot be separated in this way.

The difference is even more striking if the *object noun phrase* is a *'pronoun',* such as *'him, her, it,* etc'. In that case the pronoun nearly always comes between the verb and its particle.

Put // down!

Look *it* up! (=check it in a reference boo, etc)

Take // away!

(ibid.: 121)

Then, there follows a suggestion for grading the examples, given to learners, starting with the most *'literal'* or transparent ones, which can be easily situationalized in the classroom:

'… Put your books down.

Take these books back to the library.

Write these words down.'

After giving a considerable contribution in the syntactic treatment of phrasal verbs in classroom, Wallace provides the reader with the semantic handling of this category i.e. the treatment of the semantic aspect of phrasal verbs.

'If a teacher decides to cover the meaning aspect of phrasal verbs systematically, … the best strategy is probably to concentrate on the 'particle'.

One of the features which is often overlooked in teaching phrasal verbs is that the *particles of such verbs often develop special meanings.* The particle *'up'*, for example, is used with many verbs to give a sense of *'completeness'* as in these *examples: fill up, finish up, ... tear up...'*

Once examples of these meanings have been met with in context, students can be asked to give other examples from their vocabulary store, or to guess the meanings of sentences provided by the teacher.

(ibid.: 123)

An important point which relates *phrasal verbs* to *idioms* is made:

'There are many phrasal verbs …, which are complete idioms and have to be learnt as units, e.g. *show someone up* (=humiliate), *make something up* (= invent), *smoke someone out* (=expose) and so on.'

(Wallace 1982:124)

A concluding paragraph compares idioms and multi-word verbs in teaching / learning processes in this way:

'Idioms and multi-word verbs present many similarities in treatment from a teaching and learning point of view, largely because they occupy overlapping areas in language. Multi-word verbs are more capable of systematic treatment in certain respects, as we have indicated. As in other areas of vocabulary, most of the learning should be done in a realistic language context, if possible, exercises and drills should be confined to those occasions where such systematic treatment can speed the learner on towards his goal of mastery of the target language.

(ibid.: 124).

Before ending up this sub-section on reviewing Wallace, 1982, it is worth mentioning that Michael J. Wallace wrote or compiled a dictionary entitled "Dictionary of English Idioms" published 1981 (before the publication of 'Teaching Vocabulary' mentioned above).

However, his dictionary is a collection of English idioms. Each idiom is given a simple definition and an example sentence to show the context in which it is normally used. Priority is given to idioms in common use likely to cause difficulty to the foreign learner: Emphasis is on *true idioms* (according to him): Those expressions whose meanings cannot be easily worked out from the words they contain.

(Wallace 1981:5, Introduction).

2.18 A.J THOMSON AND A.V. MARTINET 1986

In their book 'A Practical English Grammar', (4th ed. 1986) Thomson and Martinet devoted a 37-page chapter entitled 'Phrasal Verbs' in the introduction of which we can read:

In modern English it is very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meanings:

give away = give to someone/anyone;

give up = abandon (a habit or attempt);

look after = take care of;

look for = search for, seek;

look out = beware. (Thomson & Martin 1986:315).

On the same page, mentioned above, they advised the student to neglect the preposition / adverb distinction in such verbal combinations:

'The student need not try to decide whether the combination is verb + preposition or verb + adverb but should consider the expression as a whole…'

This advice which is questionable, as we shall see, in this study, that this distinction is very useful since it influences the *syntactic behaviour* of these verbal combinations.

They go on to mention the importance of learning whether the combination is transitive (i.e. requires an object) or intransitive (i.e. cannot have an object).

'… Note that it is possible for a combination to have two or more different meanings and to be transitive in one / some of these and intransitive in others. For example, *'take off'* can mean 'remove'. It is then a transitive expression.

He took off his hat.

'Take off can mean "rise from the ground" (used for aircraft). Here it is intransitive eg. *The plane took off at ten 0' clock.'*

(ibid.: 315).

Going back to page 104, from the same reference, we find that the writers stated that many words can be used as either prepositions or adverbs giving the following pairs of examples to illustrate this point:

1. He got *off the* bus at the corner, (pre)
   He got *off* at the corner, (adv)
2. They were here *before* six. (pre)
   He has done this sort of work *before* (adv)
3. *?etei is behind us.* (Pre)
   He is a long way *behind,* (adv)

It is worth mentioning that there are some exercises concerning phrasal verbs (appeared in Exercises book 2, which accompanies the main book): twenty exercises, (spread over 28 pages (from 1 to 28), in respect of phrasal verbs) with answer key (pp. 166-170).

To round off this book review, we can say that this treatment of 'phrasal verbs', in standard reference of modern and practical English grammar, is closely relevant to our research topic especially its explicit mention of the possibility of combining verbs with prepositions or / and adverbs so as to provide new meanings - an issue which will be recurrent in discussing *multi-word verbs* of English the second component of the title of this study. It is also important to mention that Thomson and Martinet's: A Practical English Grammar and its companion: Exercise book 2 (20 exs, devoted to phrasal verbs, from p.l to 28) proved useful and valuable for the pre-and post-tests given to the subjects in this study as well as its contribution in the contents of the explicit course given to the same subjects, (a full account of these tests and the explicit taught course will be provided in chapters 5 and 6 of this research).

2.19 JENNIFER SEIDL AND W. MC MORDIE 1988

Their book *'English Idioms and How to Use Them'* (1988, 5th edition) is divided into ten chapters. Each chapter deals with various 'key words" (e..g high frequency adjectives or nouns, numbers, colours) or with a 'key structure' (e..g noun phrases, phrasal verbs, phrases with prepositions).

The contents of each chapter are arranged alphabetically for easy reference. The content lists show in detail where the various types of idioms are to be found and a full index makes the book particularly user - friendly.

Under the heading: "Where and When to Use Idioms" the following obstacles are mentioned:

'One of the main difficulties for learner is knowing in which situations it is correct to use an idiom. A further difficulty is knowing whether an idiom is natural or appropriate in a certain situation i.e. the level of style. Another difficulty is that of fixed idioms and idioms with variants...'

After citing the above general problems, the writers concentrate on those which are peculiar to phrasal verbs:

> 'A particular difficulty experienced by learners is the correct handling of expressions consisting of *verbs in combination with prepositions or (adverbial) particles,* for example, *'take off', 'sit in on', 'leave out'.* Such verbs are a typical and frequent occurrence in all types of English esp. in every day spoken English'.
>
> ...An additional problem is knowing how the combination is used in a sentence i.e. the problem of word - order. The word-order depends on whether the verb is followed by a preposition or by a particle, e.g.
>
> I saw the plan *through* (particle)
>
> I saw *through* the plan (preposition)
>
> (Seidl and McMordie 1988:103).

2.20 JOHN SINCLAIR et. al 1989

As we have said, in our introduction to this chapter, *Collins COBUILD Dictionary of Phrasal of Verbs* is one of the standard references in verbal combinations which will be given a considerable space in this review.

To begin with the compilers brief description of its content in their foreword:

> 'This dictionary concentrates on one particular aspect of the grammar and vocabulary of English: *combinations of verbs with adverbial or prepositional particles,* they are extremely common in English. This combinations are generally called phrasal verbs.'
>
> (Sinclair et. al 1989:iv)

Then, there follows a table which summarizes the verbal combinations which are included in the Dictionary and those which are not.

TABLE-2

VERBAL COMBINATIONS INCLUDED IN COLLINS COBUILD DICTIONARY OF PHRASAL VERBS

Example	Phrasal verb type	Included	Category No.	Reason
We went to town.	Idiom	No	-	'town' is part of the idiom
The town went up.	Non-literal	Yes	Go up 10	New meaning- 'explode'
The number refers to the day.	Fixed particle	Yes	Refer to 3	'refer' always occurs with 'to'
It's going along fine.	Completive	Yes	Go along 4	Particle reinforces verb
Thomas hit back.	Semi-literal	Yes	Hit back 1	Frequent occurrence
We went up the hill.	Literal	Yes	Go up 1	Common verb and particle
Don't walk on the grass.	Literal	NO		Meaning is clear

(Sinclair et al 1989:vi)

They go on to mention its statistical treatment and characteristics:

'...the dictionary has been based on a detailed computational study of the extensive "Birmingham Collection of English Texts'.

(ibid.:vi)

After this brief description of the dictionary, there is explicit mention of several teaching and learning points of phrasal verbs especially those related to problems and difficulties. These problems and difficulties are indicated on different occasions. A summary of these points follows below:

> 'Phrasal verbs are often of a particular problem for learners of English for the following reasons:
> ... one reason is that in many cases, even though students may be familiar with both the verb in the phrasal verb and with the particle, they may not understand the meaning of the combination, since it can differ greatly from the meanings of the two words used independently. For example, *make, put, -out* and *off are* all very common words which students will encounter in their first weeks of learning English, and yet the combinations *make out* and *put off axe* not transparent. *Make out* can mean 'perceive' or 'imply' and *put off* can mean 'postpone' or 'deter', amongst other meanings, these meanings are unrelated to the meanings of the individual words in the combinations. The fact that phrasal verbs have a number of different meanings adds to their complexity.'
>
> (ibid.:iv)

After discussing some of the meanings' problems of phrasal verbs. The writers turn to pinpoint the grammatical ones:

> 'There are some particular grammatical problems associated with phrasal verbs. For example, there are restrictions on the position(s) in which an adverb can be placed in relation to the object of a verb.
> Some particles, such as *about, over, round,* and *through* can be used as *both* adverbs and prepositions in particular phrasal verbs combinations, although in other combinations they are used *either* adverbially *or* prepositionally.
> Some phrasal verbs are not normally used with pronouns as "objects, others are normally only used with pronouns as objects.'
>
> **(ibid.:iv)**

There is also mention of other difficulties, such as the fact that there are frequently strong collocational associations between phrasal verbs and other words. Thus, in some cases a particular word or small set of words is the only one normally found as the subject or object of a particular verb.

Before concluding our review of this dictionary it is worth mentioning that this dictionary contains, an *index of the particles,* showing their different meanings and listing the phrasal verbs containing those meanings. In this way, you can understand the patterns underlying the combinations and you can see the relationship in meaning between, for example, *cool off, ease off,* and *wear off,* or between *look up, join up* and *link up:*

> 'The particles Index is an extensive guide to the way in which particles are used in English phrasal verbs. It acts as an index to the dictionary, listing phrasal verb head-words alphabetically within given categories of meaning. It also gives the actual number of occurrences of each particle, which will be of interest to teachers, who may use this information to determine which phrasal verbs to focus on...
>
> The Index lists groups of phrasal verbs which share particular meanings, and thus the patterns of meaning of the particles themselves can be seen ...
>
> The meanings of English phrasal verbs are not always obvious. Yet the particles index shows very clearly how phrasal verbs are not just arbitrary combinations of verbs and particles. Instead, they fit into the broad patterns of choice and selection in English. When a new combination occurs, it too fits into these patterns.
>
> The particles Index will help you to deal with these new combinations, and phrasal verbs as a whole will become a more manageable part of the vocabulary of English.'
>
> (ibid.:449)

In general, Collins COBUILD Dictionary of Phrasal Verbs gives clear and extensive treatment of over 3000 phrasal verbs, with 12000 examples showing actual use. Synonyms and antonyms are included, as well as stylistic guidance. A unique particle index deals in depth with the adverbs and prepositions used in phrasal verb combinations.

To conclude, what we have summarized and quoted above (concerning the general features and characteristics of this dictionary as well as the teaching and learning points, appeared in various and on different occasions) made this reference closely relevant and valuable to our study.

2.21 A.P. COWIE AND R. MACKIN 1993

The 'Oxford Dictionary of Phrasal Verbs' (formerly published (1975) as the *Oxford Dictionary of Current Idiomatic English, Volume 1)* provides one of the most comprehensive and systematic surveys of phrasal verbs in English.

The contents and the main features of the Dictionary could be outlined below:

- Examples of use taken from a wide range of contemporary sources, many drawn from the New Oxford Corpus of the English Language.
- Synonyms, opposites and related verbs shown at the end of entries.
- Grammatical codes at each entry showing possible sentence patterns.
- Lists of typical collocates showing how the verb is most frequently used in everyday English.
- Explanations of unusual features of grammar and usage.

The scope and aims of the Dictionary are articulated as follows:

> 'Knowledge of a wide range of *idiomatic expressions,* and the ability to use them appropriately in speech and writing, are among the distinguishing features of a native - like command of English. Part of the great range consists of the *two-word combinations* usually known as phrasal verbs e.g. *Step up* (supplies) *lay on* (transport) and *take up* (the story).
>
> Phrasal verbs are commonly used by native speakers but *constitute a well-known stumbling block for foreign learners,* who because of the associated problems of

structure or meaning may fall back on a more formal one-word equivalent - *increase, provide, continue.'*

(Cowie and Mackin 1993:422)

Then the compilers stated that the most serious difficulties of phrasal verbs are those of *meaning:*

'A French speaker would surely understand *'continue'* more readily than *'take up*\ while a native speaker might have difficulty in explaining the sense of the combination in terms of its constituent parts. In fact a close study of phrasal verbs (and of more complex idioms containing phrasal verbs such as *'make up one's mind")* brings to light many curious anomalies of form and meaning. While we can equally well talk of *'angling for'* or *'fishing for compliments',* where the verbs are as freely interchangeable as when they are used in a literal sense, we would not say of a friend that "he had difficulty in making up *his thoughts"* (as distinct from *his mind).* And while we might want to say of him that "he found it hard to *hit* the nail *on the head",* we would not substitute *'strik™* for *'hit'* unless we were thinking literally of his skill with the hammer rather than figuratively of his inability to say precisely what he meant Among collocational pitfalls of this kind the mature speaker of the language picks his way with unconscious ease. The foreign student, though, looks for clear guidance on many hundreds of phrasal verbs in current use, often in considerable detail.'

(ibid,:422).

There follow other problems related to meaning, especially that of complex expressions (and those of the more numerous two-word combinations,) which learners face:

' ... They may have difficulties of understanding or interpretation (especially *when the form of an expression is a poor guide to its meaning.*

They may have trouble in discriminating accurately between various meanings of the 'same' item - those *of put out,* for example, or *take in.*

And again, they may need help in distinguishing between phrasal verbs which are related in form (cf. *level off and level up)* though not necessarily in meaning.'

(ibid.: 429)

Also, it is worth quoting at length the following paragraphs, in which the compilers of this dictionary address the crucial question of 'idiomaticity' considering some complex issues under the following headings of the brief introduction to this reference:

> The vocabulary of English is full of short phrases consisting of a 'verb' and a 'particle' such as *up, down, through,* and *across.* Although they may appear simple, combinations such as *break down, make up* and *take out* represent one of the most complex and difficult problems for students of the language. There are three major areas of difficulty.
>
> **Grammar**
>
> The same combination of words may be used in a variety of grammatical structures.
>
> Think of *run up* as used in *A girl ran up, The spider ran up the wall, The soldier ran up a flag* and *Would you mind running me up the road?* Here the sentence patterns are all quite different, even though the meanings are related …

Idiomatic or non-idiomatic

> How do we know whether the words *fall out* as used in / *was pleased with the way things had fallen out* form a unit of meaning (an idiom) or not? An idiom can be recognised by a number of simple tests, and these have to do with meaning rather than grammar. One test is to ask whether one word can be substituted for the whole phrase *fall out.* (We can substitute 'happen' and 'occur'). Another test is to ask whether the second word can be deleted. (It can't.)…

Complex **Idioms**

> Sometimes a pair of words, such as *make up* or *blow off,* seem to have an additional word (or words) attached to them in such a way that the whole phrase forms one complex idiom. Consider in this respect *make one's mind up* and *blow off steam.* It is not always'easy for the learner to see that the extra words form part of **a** larger whole, one that must be learned as a single unit…
>
> (ibid,: ix-x)

2.22 A.P. COWIE, R. MACKIN AND ISABEL McCAIG 1993

In the following pages, we shall look at one of the standard references on idioms in English: 'Oxford Dictionary of English idioms' which formerly published as: *'The Oxford Dictionary of Current Idiomatic English Volume 2*,1983'.

The main features of this Dictionary as stated by its compilers, are:

- Headphrases in this volume have been arranged in a strict alphabetical order to make the location of individual entries as easy as possible.
- Over 14000 references recorded and described.
- Explanations of unusual features of grammar and usage.
- Simple grammar scheme showing sentence patterns.
- A detailed index of all nouns, verbs, adjectives and adverbs used in headphrases.
- A second index of derived compounds and structural variants of expression.
- A thorough cross-reference system both to other entries in the dictionary and to relevant entries in its compassion volume, the Oxford Dictionary of Phrasal Verbs.

Generally speaking, under different and various headings, and on many occasions, there is mention to teaching and learning points, especially those related to *problems* and *difficulties.* The following is a summary of these points.

- To begin with these lines from the 'Foreword' in which Mackin writes (indicating the possible audience for this reference).

  '…the present dictionary was written primarily for the use *of foreign learners* of English, though for those at an advanced level'.

  (Cowieet.Al(1993:vi)

- Secondly, there is an explicit indication of the importance of idiomatic expressions for the native speaker and the foreign learner:

  'The accurate and appropriate use of English expressions which are in the broadest sense idiomatic is one distinguishing mark of a native command of the language and a reliable measure of the proficiency of foreign learners'.

  (ibid.: x)

- Thirdly, the compilers go on to discuss the difficulties of the meaning of idiomatic expressions to the learners:

  '...Of all the difficulties the most familiar is that of meaning: to the learner, idioms such as *'fill the bill'* or *'spill the beans'* do not mean what they appear to mean. The sense of the whole cannot be arrived at from a prior understanding of the parts.'

  (Ibid.: x)

- Fourthly, there is a precaution in respect of quantity and quality of words used in an idiomatic expression:

  'Knowing *how* many words, and *which* words, to substitute is important for the learners, because failure to make the right choices, may result in combinations that no native speaker would produce. It is for this reason, among others, that many foreign learners steer clear of English idioms altogether. The student therefore needs clear guidance on these fine points of lexical detail'.

  (ibid. p. xvi)

- Finally, the issue of *the syntactic and semantic freedom* of idiomatic expressions or their *fixation* is discussed:

  'One recurrent problem faced by foreign learners wishing to use or understand English idioms is that while some are entirely *fixed* others allow the speaker a measure of choice. ...the choices open to him may vary both in kind and in degree. Faced with the idiom *burn one's boats,* for example, he must understand that while the verb *burn* can be used in many of the tenses associated with its non-idiomatic use, idiomatic *boats* can only occur in the plural form. Moreover, while *bridges* (also plural) can be substituted for *boats* with no change of meaning, *ships* cannot. The extent to which the form of an idiom can be altered in these various ways is largely unpredictable, so errors can easily be made.'

  (ibid.: xxi).

2.23 MALCOLM GOODALE, 1993 AND 1996

Malcolm Goodale 1993 wrote a workbook, accompanies the Collins COBUILD Dictionary of Phrasal Verbs, entitled *Collins* COBUILD *Phrasal Verbs workbook.* It goes without saying that the fact that the author is a teacher (at the United Nations in Geneva) makes it a practical teaching and learning material since it is originated from real teaching and learning situations. This stimulating book helps students from an intermediate and advanced level to master the meaning of phrasal verbs and use them effectively and appropriately. Practice is approached through the individual particles, such as *in, out,* and *up,* as described in the particles Index of the Dictionary. Ten units of workbook material offer carefully graded exercises that can be used in class or for self-study.

The following points are considered as general features of this workbook:

- Based on the evidence of COBUILD and including real examples.
- Around 300 phrasal verbs given detailed treatment.
- Graded activities to promote thorough understanding and natural use.
- Guidance on synonyms and register in 'Language Comments'.
- Full answer key included, to allow for successful independent use.

In the introduction to this workbook, the writer clarified its approach, the nature and content of the book, how to use it, and general information about sections division and exercises:

> '...Though the workbook can be used on its own, more benefit will be gained by working closely with the Dictionary.
>
> The workbook practices the most important phrasal verbs, with around 300 different meanings. Almost 50% of these are formed with 18 common verbs. Six common verbs *(bring, come, get, go, put* and *take)* account for nearly 30% of the phrasal verbs in this workbook. This workbook is a vocabulary book rather than a grammar book.

There are ten units of material. The first nine units deal with single particles and these units are arranged in alphabetical sequence in the book; the final unit concentrates on seven more particles. All the units follow a similar format, and can be studied in any order. As this book is designed both for classwork and self-study, an answer key to the exercises is given at the back of the book.

Every unit has an introductory page giving the important meanings of the particle being studied with lists of the phrasal verbs to be practiced in each section of the unit...

If a category of meaning includes phrasal verbs which are particularly difficult to understand, the first exercise, asks you to complete the definitions of some or all of the phrasal verbs, subsequent exercises involve matching phrases or sentences; choosing the phrasal verb that best fits a gapped sentence, from three alternatives provided; deciding on an appropriated phrasal verb to fill a gap, where no alternatives are given...

At the end of each unit there is a separate section on revision exercises, so that you can check your progress.'

(Malcolm Goodale, 1993:iv).

To conclude, *'Collins CORBUILD Phrasal Verbs Workbook'* is a useful and practical text that enables the learners to master this component of vocabulary. These characteristics make this book indispensable in teaching and learning phrasal verbs which represent a major part of multi-word verbs - the second element of the present study title.

Malcolm Goodale continued his effort to provide the readers with *'workbooks'* to accompany COBUILD Dictionaries: After writing Collins COBUILD Phrasal Verbs Workbook (1993) (reviewed above), he published Collins COBUILD Idioms Workbook in 1996.

It focuses on 250 of the most common idioms in current use in British and American English. It is organized in 30 chapters, each of which looks at a group of idioms centering around a particular theme. The material is suitable for both classwork

and self-study. Again, the fact that it is written by a teacher makes it a reliable material since it is based on real classroom interaction and experience.

As his first workbook on phrasal verbs, this text is useful and closely relevant to the present study since it provides opportunities for practising idiomatic expressions: it could serve as one of the options of the sources to draw on while devising a course on this important component of vocabulary.

2.24 JOHN SINCLAIR et.al 1995

After reviewing 'Collins COBUILD Dictionary of Phrasal Verbs'(in Section 2.20), we shall turn in this section to its companion volume: the Collins COBUILD Dictionary of Idioms: In general, this is an important new dictionary from the innovative COBUILD team. It explains approximately 4400 current British and American English idioms. It gives in-depth treatment of their meanings, contexts of use, and pragmatics, and it includes a rich collection of examples taken from the Bank of English. The Bank of English provides a wealth of information about the frequencies, forms, and usage of idioms today. Because the COBUILD dictionary of Idioms is based on this unique resource, the information which it gives about this fascinating area of language is reliable and up to date.

From the introduction, of the same reference above, I quote the following lines to show the close relation between our research topic and this standard reference:

> 'Idioms are one of the most *interesting* and *difficult* parts of the English vocabulary. They are interesting because they are colourful and lively and because they are linguistic curiosities. At the same time, they are difficult because they have unpredictable meanings or collocations and grammar, and often have special connotations. Idioms are frequently neglected in general dictionaries and in classroom teaching, because they are considered marginal items which are quaint but not significant. Yet research into idioms shows that they have important roles in spoken language and in writing, in particular in conveying evaluations and in developing or maintaining interactions. The

COBUILD Dictionary of Idioms sets out to give detailed coverage of these points...

The COBUILD Dictionary of Idioms is primarily intended for teachers for English and intermediate and advanced learners...'

(Sinclair et al. 1995:iv)

2.25 A.S.HORNBY (5th ed. 1996)

In the Oxford Advanced Learner's Dictionary of Current English (5th edition 1996 by Jonathan Crowth), we find (besides its definitions of idioms and phrasal verbs as general entries) that it helps with understanding and using idioms and phrasal verbs. This help is given in what are called: the Study Pages A2-3 and A6-7, which are found between pages 278 and 279 of this Dictionary.

To begin with phrasal verbs one can read the following definition (under the sub-title *what are phrasal verbs):*

'Look at the verbs in the sentences below:

- Jan *turned down* the offer of a lift home.
- Buying that new car has really *eaten into* my savings.
- I don't think I *can put up with* his behaviour much longer.

Phrasal verbs (sometimes called *multi-word verbs)* are verbs which consist of two or sometimes three words. The first word is a verb and it is followed by an adverb (turn *down)* or a preposition (eat *into)* or both (put *up with).* These adverbs or prepositions are sometimes called PARTICLES.

There is a brief account about the meaning of these verbal combinations:

'Look at the following sentence:

* *Sue fell down* and hurt her knee badly.

The meaning of some phrasal verbs, such *as fall down,* is easy to guess because the verb and the particle keep their usual meaning. However, many phrasal verbs

have idiomatic meanings that you need to learn. The separate meanings of *put, up* and *with*, for example, do not add up to the meaning of *put up with* (tolerate).*

In the same reference, Hornby went on to state that *particles* have meaning(s);

'Some particles have particular meanings which are the same when they are used with a number of different verbs. Look at *around* in the sentences below:

- I didn't see the point of hanging *around* waiting for him, so I went home.
- We spent most of our holiday lounging *around* beside the pool.

Around adds the meaning of 'with no particular purpose or aim' and is also used in a similar way with many other verbs such *as play, sit* and *wait.'*

After discussing the meanings of phrasal verbs and particles, there follows an indication of the possibility of substituting a multi-word verb with a single word equivalent.

'The meaning of a phrasal verb can sometimes be explained with a one-word verb. However, phrasal verbs are frequently used in informal spoken English and, if there is a one-word equivalent, it is usually much more formal in style. Look at the following sentences:

- I wish my ears didn't *stick out* so much.
- The garage *projects* 5 metres beyond the front of the house.

Both *stick out* and *project* have the same meaning - 'to extend beyond a surface' - but they are very different in style. *Stick out* is used in informal contexts, and *project* in formal or technical contexts.'

Similarly, a short discussion of the grammar of phrasal verbs is provided:

'Phrasal verbs can be TRANSITIVE (they take an object) or INTRANSITIVE (they have no object). Some phrasal verbs can be used in both ways:

- He told me to *shut up* (intransitive).
- For heaven's sake *shut* her *up*\ She's said for too much already (transitive).'

Then follows explanation and elaboration of the issue of transivity / intransivity of phrasal verbs and subsequent rules:

'Look at the entry below:

eat out. to have a meal in a restaurant, etc rather than at home: I'm too tired too cook tonight - let's *eat out.*

Eat Out is intransitive, and the two parts of the verb cannot be separated by any other word. You cannot say, for example:

•Shall we *eat* tonight *out?*

The same reference went on to provide the user with the necessary information about *disposition of objects in relation to phrasal verbs:*

'In order to use TRANSITIVE PHRASAL verbs correctly, you need to know where to put the object...

With some phrasal verbs (often called SEPARABLE verbs), the object can go either between the verb and the particle or after the particle:

o She *tore* the letter *up.*

o She *tore up* the letter.

When the object is a *long phrase,* it usually comes after the particle.

o She tore up *all the letters that he had ever sent her.*

When the object is *& pronoun,* (for example, 'it' standing for 'the letter'), it must always go between the verb and the particle:

o She read the letter and then tore it up.

When in other phrasal verbs (sometimes called INSEPARABLE verbs) the two parts of the verb cannot be separated by an object:

o John's *looking after* the children.

not

o John's *looking* the children *after.*

* John's looking after them,

not

* John's looking them after.

Under the sub-heading 'Related Nouns' we read the following:

'A particular phrasal verb may have a noun related to it. ... Look for example, at the nouns *break-in* and *break-out* in the entry for *break 1:*

break-in (n) an entry into a building using *ftixC£%*

Police are investigating a *break-in* at the bank.

Break-out (n) an escape from prison, esp involving the use of force: a mass break-out of prisoners...."

The same reference, between pages 278-9, under *Language Study* A6-7, provides the following information about idioms: this information presented under the headings below:

What are idioms? Looking up idioms andUsing idioms.

'What are Idioms?

An idiom is a phrase whose meaning is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. For example, the phrase *'be in the same boat'* has a literal meaning that is easy to interpret, but it also has a common idiomatic meaning:

I found the job quite difficult at first. But everyone *was in the same boat;* we were all learning.

Here, *'be in the same boat'means* 'to be in the same difficult or unfortunate situation'.

Some idioms **are colourful expressions, such as proverbs and** sayings:

- A bird in the hand is worth two in the bush, (it is better to be content with what one has than to risk losing everything by trying to get much more).
- Too many cooks spoil the broth. (If too many people are involved in something, it will not be done well).

If the expression is well-known, part of it may left out:

- Well, I knew everything would go wrong - it's she usual story of too many cooks.

Other idioms are short expressions that are used for a particular purpose:

- Hang in there! (used for encouraging somebody to remain firm in difficult circumstances),
- On your bike! (used to tell somebody to go away).

Other idioms make comparison:

- as light as air
- as hard as nails.

Many idioms, however, are not vivid in this way. They are considered as idioms because *their form is fixed:*

- for certain
- in any case

After defining and providing a sort of typology of idioms the dictionary offer guidance on how to look up and use those expressions.

2.26 MICHAEL MCCARTHY et. al 1997

After reviewing the Oxford pair of dictionaries (of phrasal verbs and of English idioms) and its counterparts of COBUILD, we will turn in the coming pages to review the third pair: Cambridge International Dictionary of Phrasal Verbs and Cambridge International Dictionary of Idioms.

Let's confine ourselves, in this sub-section, to that of phrasal verbs. In general this dictionary has the following audience and their needs in consideration: It has been designed specially for learners of English, using the latest research into the content and structure of Modern English. It contains the information the learner needs to use phrasal verbs confidently and accurately.

Some of the main features of this dictionary are:

- Over 4,500 phrasal verbs current in British, American and Australian English today.
- Thousands of example sentences showing phrasal verbs *in context.*
- A carefully controlled defining vocabulary made explanations easy to understand.
- Clear and detailed information on grammar and collocation.
- Theme panels presenting phrasal verbs in topic groups.

- Photocopiable exercise material with answer key (specimen of this exercise material will be reprinted in the present study: (see appendix-6).

The introduction to this Dictionary mentioned the importance of phrasal verbs:

'Their importance lies in the fact that they form such a key part of everyday English'.

Then, there, it is stated that they are often *problematic* for the following reasons:

'...The meaning of a phrasal verb, for example, often bears no relation to the meaning of either the verb or the particle which is used with it. This means that phrasal verbs can be difficult both to understand and to remember. Neither does it help that many phrsal verbs have several different meanings nor that their syntactic behaviour is often unpredictable.'

(Michael McCarthy et. al 1997:vii)

The compilers made further claim, namely that they have *solutions* for the problems of learning and teaching phrasal verbs:

'The Cambridge International Dictionary of Phrasal Verbs addresses all the problems associated with this rich and complex area of the English Language and presents information in a way which is clear and helpful.

...Information on the grammatical structure of each phrasal verb is presented in an explicit fashion ... Clear and precise definitions ... Every phrasal verb is illustrated with examples based on sentences from the Cambridge International Corpus...

In addition, this dictionary contains *supplementary material* in the form of theme panels (Phrasal verbs shown in groups according to their meanings) and *photocopiable exercises.* This makes it a unique resource which can be used not only for reference purposes but also as valuable classroom or self-study learning aid.'

(McCarthy et. al 1997:vii).

It is clear, from what we have quoted in the preceding paragraphs, that the work of Cambridge team on phrasal verbs is relevant to our research topic since it discussed and pinpointed the problems and difficulties faced the learner, in the course of mastering this area of vocabulary, and it provided material for teaching and learning these verbal combinations which form a major part of what we termed, in this study, as multi-word verbs.

2.27 MICHAEL MCCARTHY et al. 1998

In the following pages, we shall look at *Cambridge Internationa! Dictionary of Idioms.* To have a general idea about the main features and characteristics of this reference, let's consider the following points:

- Around 7,000 idioms current in British American and Australian English.
- Thousands of example sentences based on the Cambridge International Corpus.
- A carefully controlled defining vocabulary making explanations easy to understand.
- A full index, so idioms are easy to find.
- Photocopiable exercise material.
- Theme panels presenting idioms in topic groups.
- Guidance on the most useful idioms to learn.

After citing the previous general points describing this dictionary, I shall quote the following lines from its introduction, which mentioned some teaching and learning points, particularly the problems and difficulties encounter the learner.

> '… Your language skills will increase rapidly if you can understand idioms and use them confidently and correctly. One of the main problems students have with idioms is that // *is often impossible to guess the meaning of an idiom from the*

words it contains. In addition, idioms often have a stronger meaning than non-idiomatic phrases. For example, *'look daggers at someone'* has more emphasis than *'look angrily at someone',* but they mean the same thing.'

(McCarthy et all 998 :vi)

Then the compilers explained why this dictionary has the word *(international)* as a part of its title:

'...It is truly international dictionary: it covers current British, American and Australian idioms.'

(ibid.: vi).

They went on to show its content:

'...It includes:

- traditional idioms (e.g. *turn a blind eye to sth, throw the baby out with the bath water).*
- idiomatic compounds (e.g. fall guy, turkey shoot).
- similes and comparisons (e.g. *as dull as ditch water, swear like a trooper).*
- exclamation and sayings (e.g. *Bully for you!, over my dead body'*-)
- cliches (e.g. *all part of life's* rich tapestry, *there's many a true word spoken in jest.)*
- In addition, there are *theme panels* showing idioms groups according to their meaning or function.
- There are also *photocopiable exercises* at the back of the dictionary (NB; A sample of this exercise material will be reprinted in appendix 6 of our present research, since it serves as one of the optional materials we suggest(ed) for the proposed course for improving the learners knowledge and mastery of idioms)

The introduction is rounded off by claiming the usefulness of this dictionary in learning idiomatic expressions - an issue which is closely related to our research topic:

'this dictionary aims to help you not only as a comprehensive reference book but also as a *valuable learning aid.'*

(McCarthy et. al 1998:vi)

2.28 COMPARISON BETWEEN THREE PAIRS OF DICTIONARIES:

OXFORD DICTIONARY OF ENGLISH IDIOMS / OXFORD DICTIONARY OF PHRASAL VERBS; COLLINS COBUILD DICTIONARY OF IDIOMS / COLLINS COBUILD DICTIONARY OF PHRASAL VERBS; AND CAMBRIDGE INTERNATIONAL DICTIONARY OF IDIOMS / CAMBRIDGE INTERNATIONAL DICTIONARY OF PHRASAL VERBS.

As it has been indicated, in the introduction to this chapter, much space will be given to the above three pairs of references because of their obvious role as teaching and learning aid in the two overlapping areas of vocabulary: idiomatic expressions and multi-word verbs of English. This importance is mainly a result of the nature of these two areas especially the first one since idiomaticity, as we have stated frequently, is largely a semantic matter whose treatment resides basically in dictionaries, for they deal with meanings. However, the researcher has no intention to prefer one pair over others but consider all of them as *semantic and syntactic warehouse* - as rich sources of teaching and learning materials besides their ready-made workbooks, exercise materials and other valuable information.

The researcher would like to restate that his position is being eclectic though he used the OUP workbook "Practice with Idioms (amongst other exercises books such as "A Practical English Grammar" Ex. Book 2...) in devising the outlines and detailing the contents of the *explicit taught course* to the subjects of the study, for practical considerations, related to the availability of these materials at the time of carrying the experiments. Therefore, the following comparison serves as a base for the reader to gain an overall view of these references and make his own judgement, after considering these features appeared in the following pages, on which pair(s) he will concentrate. However, the comparison is made, more or less, in terms of the following issues / factors: Compilers, publishers, content (number of entries); whether the data (corpus) based on computational and statistical studies... availability of supplementary materials (course work etc), targeted audience; guidance for students and teachers etc.

In general, the following points could be deduced from the comparison: (for a full description and review of these dictionaries, see 2.20 - 2.22,2.24,2.26 and 2.27).

1. The *six* dictionaries are complied by competent and innovative teams and they are published by well-known publishers (OUP, COLLINS and CUP).

2. These dictionaries based on computational and statistical studies (Oxford Corpus of the English Language, Collins COBUILD Bank of English and Cambridge International Corpus).

3. The *Collins COBUILD pair* of references are accompanied by *two* workbooks (both written by Malcolm Goodale) while the Cambridge pair is supplemented by 'Exercise and Theme Panels Materials' at the backs of these dictionaries. For OUP ones, there are neither accompanying workbooks nor exercise(s) material(s), yet there is one workbook entitled *Practice with Idioms,* by Ronald E. Feare, 1980, OUP who acknowledges A.P. Cowie and R. Mackin for their earlier version of "Oxford Dictionary of current Idiomatic English" which proved valuable in confirming the presentation of the grammatical categories used in his book, i.e. this workbook could be considered as the supplementary materials to OUP pair.

4. Regarding titles: the adjective 'English' attached to "Idioms" in OUP dictionary, the attribute 'international' described Cambridge ones indicating (according to their compilers their embracement of British English and American English as well as Australian English) while the same characteristic (i.e. international) could be found in Collins pair, particularly in the abbreviation 'COBUILD' which stands for: Collins Birmingham University International Language Data Base. Again the word 'English', is not mentioned in the idioms one of CUP pair.

5. The *three* pairs cater for *some teaching and learning points* giving guidance to learners and teachers etc. yet OUP pair is singled out in his *explicit* indication of the "Foreign learners" as target subjects.

2.29 SUMMARY AND CONCLUSION

To sum up this chapter, on the literature review of some publications on *idiomatic expressions* and *multi-word verbs of English,* the researcher would like to restate that this chapter is an attempt to give a detailed survey of all known approaches to idiomatic expressions and multi-word verbs in order to provide a *reliable theoretical framework* for the present study. That is to try to show objectively why the researcher finds some works more suitable than all others to build on his research. However, the following points might summarize and conclude this review.

- The term *idiom'* has been around since the antiquity and used in a variety of senses with some more frequently and consistently used than others. In fact the practice of most grammarians and linguists who have chosen to study idiomatic expressions indicate concern with the decoding aspect of idiomaticity—understanding the meanings of these expressions.

- Despite the quantity of material dealing with idioms, a surprisingly large number of prominent linguists have steered clear of idioms almost completely.

The concept of idiomaticity is not even mentioned in Bloomfield's 'Postulates' (1926) and no discussion of idioms is provided in "Language" (1933). Harris in his 'Methods in Structural Linguistics' (1951) chooses not to mention idiomaticity at al. As Healey points out (1968:71) some authors avoid the term deliberately, each disliking it for some or other reason. According to Palmer (1938:xii) it is too broad; this view is echoed by Bolinger (1947:241). Joos (1964:135) charges that the term is too often applied to some difficult expressions in order to avoid describing them.

- Outside of Language textbooks proper; special idiom dictionaries as well as *phrasal verbs ones* have been in wide use. Their organization and underlying theoretical concept of idiomaticity is similar to that found in the sampling

language text books, reviewed at the previous pages of this chapter, that is, *phraseological units are alphabetically intermixed with specialized one word-items.*

- The works, we have surveyed in this chapter, show that there are various dimensions and a considerable number of grammarians, writers, linguists and dictionaries compilers in the areas of idiomatic expressions and multi-word verbs (phrasal verbs particularly): The Indian tradition eventually upholds indeterminacy of word meaning and graded degrees of compositionality and Hockett shared with the Indian grammarians the primary interest in *"the meanings of the expressions"* they are dealing with. The "generative movement", led off here (in this review) by Katz and Postal with Weinreich, Fraser, and Chafe among the more important followers, describe the syntactic deficiency in this finite class of anomalies (i.e. idioms).

  Bolinger, Ruhl and Mitchell, are all concerned with 'semantics' more than syntax, sentence meaning rather than word meaning...with the pervasiveness of idiomaticity throughout language.

  The stratificational grammar in this review, is represented by Adam Makkai (1972) who deals with idiomatic expressions and phrasal verbs in detail.

- However, the direct concern and treatment of Teaching and learning of idiomatic expressions and multi-word verbs of English, in general, is manifested in Michael Wallace, 1982 (who devoted a whole chapter (Ch.8) in his book *'Teaching Vocabulary'* to Idioms and Multi-Words) and Ronald E.Feare, 1980 in his workbook 'Practice with Idioms', among other useful vocabulary books and references. Moreover, there are some of the specialized idiom-dictionaries and phrasal verbs ones which are discussed in detail in this review besides an attempt to compare some of them. The general theme of these dictionaries is that the entries found in them are not ordinary vocabulary. Oxford Dictionary of Phrasal Verbs / Oxford dictionary of English Idioms; Collins COBUILD Dictionary of Phrasal Verbs / Collins COBUILD Dictionary of Idioms and Cambridge

International Dictionary of Phrasal Verbs / Cambridge International Dictionary of Idioms are illustrative.

In spite of the large amount of literature on idiomatic expressions and multi-word verbs of English, unfortunately no research has been carried out on the teaching and learning of idiomatic expressions and multi-word verbs of English *in the context of Sudan.* Therefore, the present study attempts to fill a gap and provide a starting point for further research on this topic.

CHAPTER THREE

THE PLACE (POSITION) OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN LANGUAGE AND SYLLABUS

3.1 INTRODUCTION

In this chapter we shall examine and show the place (position) of idiomatic expressions and multi-word verbs of English in:

- English Language in general (including the skills of listening, speaking, reading and writing besides comprehension).
- The existing syllabuses of the English Language departments at the universities in Sudan.

Moreover, we will try to know how the students actually learn such complex expressions at these universities.

Also, we will try to show the importance of idiomatic expressions and multi-word verbs of English for the native speaker and the learner.

3.2 The place of Idiomatic Expressions and Multi-word verbs of English in Language including the skills of listening, speaking, reading and writing besides comprehension

There is a view according to which *everything in natural language is idiomatic;* both encoding and decoding, from phonology through word-formation upto syntax and semantics, including sayings, proverbs, literature and each individual culture. This view, as Makkai (1972:25) indicates, would make the study of idioms the ultimate science of all sciences, epistemology in short.

However, in ELT literature idiomatic expressions and multi-word verbs are considered as components of vocabulary and since vocabulary is one of the three sub-language skills (namely grammar, pronunciation and vocabulary) these two components are important part of Language and Language learning and teaching.

The following quotations confirm this importance:

- ... idioms are not something 'special' or 'sub-standard' : they are a vital part of the standard language and as such can hardly be avoided.

(Wallace 1982:119)

- 'Phrasal verbs are essential part of everyday communication and the mastery of them promotes effective language use.'

(Collins COBUELD Dictionary of Phrasal Verbs)

- 'Why is English and especially American English, so heavily idiomatic? The most probable reason is that as we develop new concepts, we need new expressions for them, but instead of creating a brand new word from the sounds of the language, we use some 'already existent words', and put them together in a new sense. This, however, appears to be true of all known languages. There are in fact no known languages that do not have some idioms'.

(The Dictionary of American English: Preface: vi-vii)

- 'But it is by injections of colloquial idiom that the body of the English Language is constantly being rejuvenated'.

(Ball 1958:8)

- 'Idioms are common in all kinds of English, formal and informal, spoken and written. However, informal spoken language is often very idiomatic'

(Swan 1997:224)

In the following sections we shall demonstrate the importance of idiomatic expressions and multi-word verbs across language skills.

3.2.1 Listening

Regarding listening, idiomatic expressions and multi-word verbs of English are met in everyday communication including broadcasting media.... When listening to the

news, weather forecast, sports report, announcements etc. on the radio you have to deal with a large number of common English expressions as well as various verbal combinations. Also while you are watching a film, theatre show, television programme etc., you are constantly puzzled by hearing or listening to idiomatic expressions, since they carry meanings which cannot be deduced from a knowledge of the single words composing them e.g. Presidential race too close to call (CNN 8.11.2000).

In general, much of the vocabulary in speech may already be known to the listener but this does not mean that he is familiar with some combinations as multi-word verbs or the idiomatic use of that vocabulary.

To summarise, idiomatic expressions and multi-word verbs of English are encountered by every listener who should decode their meanings hence they are crucial in any listening activity.

3.2.2 Speaking

Concerning the place of idiomatic expressions and multi-word verbs of English in speaking skill, we shall quote the following:

'...research into idioms shows that they have important roles in spoken language and in writing, in particular in conveying evaluations and in developing or maintaining interactions'.

(Sinclair et al 1998:iv.)

The lines below can be taken from *Collins COBUILD dictionary of Phrasal Verbs* to bear out the same status indicated above:

'Phrasal Verbs are an essential part of everyday communication and the mastery of them promote effective language use.'

Also let's quote Swan 1997:244

'Idioms are common in all kinds of English, formal and informal, spoken and written. However, informal spoken language is often very idiomatic'.

The same status is showed in McCarthy et al 1998, page vi:

idioms are a colourful and fascinating aspect of English. They are commonly used in all types of language, informal and formal, spoken and written'.

3.2.3 **Reading**

When anyone reads a passage, one will be faced with many idiomatic expressions and multi-word verbs. Knowledge of the meaning of these IEX and MWV will facilitate one's general comprehension of these texts. However, if one failed to grasp the meaning in these extended contexts, this will make the reading ineffective and slow. So IEX and MWV are very important in mastering reading skills.

Examples of reading materials which contain IEX and MWV are found in everyday language use. For instance, let us take up the announcement I came across at a University in which a Professor conveyed that he couldn't attend a lecture scheduled in a particular week and that he deferred it for 15 days. Some of his wordings were as follows: *We will meet Tuesday Week i.e. 27.03.2001.* Here, the IEX 'Tuesday week' (meaning not the next Tuesday but the one after) is illustrative of an idiomatic expression in a reading material, among uncountable numbers of examples.

3.2.4 **Writing**

It is often said that multi-word verbs tend to be rather *'colloquial'* or *'informal'* and more appropriate to 'spoken' English than 'written' and that it is even better to avoid them and choose single word equivalents or synonyms instead. Yet, the practice showed the converse - they are frequently used in formal registers: (governmental writings, etc.) The following quotation from Goodale (1993) bears out the above view i.e. shows that they are used in writing:

> '...It is a common misconception that phrasal verbs are mostly used in spoken Language. They can be found in many styles of writing, including highly formal government reports'. (Goodale, 1993:iv)

By the same token, idiomatic expressions are not confined only to spoken language but are pervasive in writing.

3.2.5 **Comprehension (understanding)**

Though comprehension is often associated with listening and reading (receptive skills), it could also be extended to combine with speaking and writing (productive skills) since one should understand what he is saying and / or writing.

One of the most familiar difficulties, when encountering idiomatic expressions, is that of 'meaning': to the learner, idioms such *as fill the bill* or *spill the beans* do not mean what they appear to mean. The sense of the whole cannot be arrived at from a prior understanding of the parts. In those examples, a special meaning is attached to the whole expression. In other others, one word may have a common, literal meaning, while the other has specialized sense which may be difficult to grasp *e.g. foot the bill.*

The question of meaning is treated in different references. To begin with 'Collins COBUILD Dictionary of Phrasal Verbs' one reads:

> 'All teachers and students of English recognize the problems of 'understanding' phrasal verbs and using them appropriately'.

Also, one can quote the following general statement regarding meaning:

> 'Verbal idioms are very useful commonly used in English, because various verbs can join with different particles and / or prepositions to form unique combination of meaning'. (Feare 1980:39)

In 'the Cambridge International Dictionary of Idioms', the importance of idiomatic expressions in mastering comprehension skills is stated in the following lines:

'Your language skills will increase rapidly if you can understand idioms and use them confidently and correctly. One of the main problems students have with idioms is that it is often impossible to guess the meaning of an idiom from the words it contains. In addition, idioms often have a stronger meaning than non-idiomatic phrases. For example, *look daggers at some one* has more emphasis than *look angrily at someone,* but they mean the same thing.'

To conclude this section, one can state that idiomatic expressions and multi-word verbs of English are not a separate part of the language, which one can choose either to use or to omit, but they form an essential part of the vocabulary of English. This fact is, however, supported the responses given by the lecturers of English in Sudan when filling up the questionnaire distributed to them: The questions in this respect are the following: (For full details about the description and analysis of the teachers' questionnaire, see chapter five).

Q. 16 Could I have your comments on the following statements:

(Respondents have to express their views by choosing from the following scale (strongly disagree, disagree, ... strongly agree)). The given statements are:

a. The possibility of using the same word / language item with different particles or / and prepositions or words that have already established meaning to form / express new meaning make the processes of information retrieval, recalling the lexical items at will, etc., much easier (i.e. language economy and psycholinguistic processing).

b. There is a frequent demand from those possessing the knowledge of EFL that they must have a command of idiomatic expressions in real life situations.

After attempting to get the teachers' opinions on the importance of IEX and MVW across language skills, statements regarding the importance of IEX & MWV and their status *in language* are shown to students through a questionnaire to which they are required to choose from a 5- points options scale (strongly disagree, disagree, not sure / don't know, agree, strongly agree), (for details regarding the students' questionnaire see chapter five). These statements are:

a. Idiomatic expressions and multi-word verbs are common in every language.

b. Without command of IEX & MWV students cannot truly feel comfortable and confident in their efforts to master English thoroughly.

c. Idiomatic expressions and multi-word verbs are not something special or substandard they are a vital part of the standard language and as such they can hardly be avoided.

However, the answers of the teachers and the students confirmed the importance of these two vocabulary components in English language.

3.3. THE PLACE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN SUDAN UNIVERSITIES' SYLLABUSES

In this section an attempt will be made to show the position of idiomatic expressions and multi-word verbs of English in the existing syllabuses of the English Language departments at the universities in Sudan. However, before providing these syllabuses examination, it could be useful to equip the reader with a general background of the status of English Language in Sudan, covering different periods in the history of English Language thereof.

3.3.1 General Background: English Language in Sudan

In the history of modern Sudan the teaching of English plays a fascinating and important role both in its politics and social implications. During the colonial period it was an *instrument of official policy* with conflicting intentions and consequences in the different areas of Sudan. The political debate concerning its teaching ad use continues, very often without the benefit of some historical knowledge of the many issues which have been discussed and contested in the past. However, this section presents a short background to the present study especially the empirical part of it, and it might be of interest to those engaged in the teaching of English Language in Sudan.

The present day Sudan may be divided very roughly into two regions, the North and the South (the present detailed political / administrative division is into 26 States). From the 7^{lh} century onwards a process of *Arabization* began in the Northern Sudan. Tribes from 'Arabia' crossed to Egypt and later moved south along the Nile valley. The Arabs progressed both peacefully, through conversion and intermarriage with indigenous groups, and with bloodshed when they came into conflict with existing kingdoms. The results were similar: the widespread adoption throughout the area of the *Arabic Language* and the *Islamic religion.* Islam and its natural concomitant 'Arabic' together created a vast area striking in its homogeneity of culture. A vital aspect of Islam is the study of the *koran* for which literacy is a prerequisite, and religious schools were established in many places for this purpose.

At the beginning of the nineteen century Egypt was ruled by Khedive Mohammed Ali who decided that the Sudan should formally become part of Egypt and in 1819 sent troops into parts of the country to establish his authority. As result, Arabic replaced Turkish as the Language of government correspondence in Sudan.

In 1881 the rise of the *Mahadi* began to be felt (he establishes the Mahdist State 1881-1898). Only a year later the British decided to take over complete control of Egypt. Although they occupied Egypt the British were reluctant to become involved in Sudan. However, by 1884 the Egyptian position in Sudan had deteriorated to the extent that the Egyptian garrisons either had to be evacuated or they faced annihilation by the Mahdi. General Charles Gordon was chosen to undertake the task of evacuation - a task which he failed to achieve. His subsequent theatrical death at the hand of the Mahdi's forces made him a hero of the British press and public opinion. Gordon's death was used as a rallying cry to create popular support for a new British military venture into Sudan. Therefore, Kitchener led a force of British and Egyptian troops into the Sudan. Then the administration of British rule began and with it the *English language* found a foothold in a land otherwise dominated by *Arabic and Islam.*

In 1899, Kitchener established an appeal for funds for a college to honour Gordon. Passing by different stages it finally became a university (now University of Khartoum). The following year Sir James Currie was appointed as Director of Education and Warden of the new College. His first report in 1901 articulated the educational needs at that time. Among these needs is the creation of *a small administrative class* who will ultimately fill many minor posts. It was proposed that this group only would be required *to learn English.* As far as the Gordon College was concerned it was decided that *the medium of instruction* for the secondary level should be *English.*

3y 1940 the Department of Education's annual report claimed that positive attitudes towards English remained despite the upsurge of nationalist feelings during the country's modern history.

In 1956, Sudan achieved independence. The first twenty years following independence saw considerable changes in the educational scene in Sudan. The early 1960s saw the creation at last of an institute capable of training teachers for secondary schools - an institute funded by UNESCO. In 1964 a team from Britain reported on its syllabi considering *English courses* for all students as well as those specializing in English. However, the committee recommended the use of Arabic in the secondary school (as a medium of instruction) as well as the *use of Arabic in that institute itself*. For English role in the future it was thought that English will continue to be the chief link with the rest of the world and to be necessary in many branches of higher education.

The eventual changeover from English to Arabic as medium of instruction at secondary school level took place in 1965. Yet English at that time is the medium of instruction at the tertiary level. However it was hoped at that time that the tertiary level itself may make Arabic its medium of instruction in the future.

In 1969 (known as May Revolution) there was great cry for changes in education. Among these changes it was planned that special attention will be directed towards the teaching *of foreign languages* particularly *English and French.*

At the beginning of the eighties (1980s) Arabic was still, naturally the prime concern of both politicians and educationalists: Propagation of Arabic and the Arabicization of the Military College's syllabuses.

In 1990's, there took place the beginning of the expansion of tertiary level education institutions (known as Higher Education Revolution). The opening of more than 26 universities spread over the 26 states of Sudan. The majority of these universities started by faculties of education, which have English as major or minor specialization or joint major.

To conclude this section, we shall recapitulate and emphasize some of the main points related directly to English Language status in Sudan:

- One of the objectives of the education system of the condominium (Egypt & Britain rule) *is the creation of a class of English speaking clerks* and *translators* who could act as intermediaries for the British officials. *The use of English was limited to small section of the educated elite.*
- The popularity of English among the school boys, who were given the opportunity of learning it, is testified by many observers of that time. The main motivation was to be able to join the government where *a good knowledge of English was essential for promotion.* There were social rewards, for with a fluent knowledge of English went prestige.
- In offices all over the Sudan English was used (that it had a 2nd language status) but it was generally restricted to the sphere of work.' At home and in the social context Arabic was used if no English person was present.
- The impression of the Sudanese generation who passed through the Gordon College and who later served in the administration or university is of a group of men whose *standard of English was extremely high,* almost like near-native speaker quality. The past was idealized as a time when standards were high.
- The idea usually adopted in the past (the period from condominium through British Colonialization) has been that English was a *second language.* Its status is now being changed to that of *a foreign language.* (Sudan Constitution 1998 page:l) Part I under the State and the Directive Principles: Language: *'Arabic is the official language in the Republic of the Sudan, and the State shall allow the development of other local and international languages'.*
- The changeover from English, as medium of instruction in both school and tertiary level, to Arabic, has had its advantages and disadvantages: For instance, arabicization makes English as a subject which should be learnt or studied on its own not only as a means - positive side of arabicization.
- The expansion of tertiary level education provides the opportunities for learning English formally for a vast number of students in their states of domicile.

After this brief historical background, trying to assess English language status through different periods, the following section will attempt to describe and analyse the existing English language syllabuses in Sudan universities.

3.3.2. **The place of idiomatic expressions and multi-word verbs of English in the existing syllabuses of English Language Departments at the Universities in Sudan**

In this section, an attempt will be made to survey the English Languages syllabuses in the Sudan universities' English departments so as to know the position (place) of idiomatic expressions and multi-word verbs in these syllabuses. It goes without saying that space and time, as well as other practical constraints, will not allow us to present and examine all these documents. However, in what follows some of these syllabuses are discussed.

3.3.2.1 **Universities in Sudan**

If we look at the present educational map in Sudan, we find more than 26 universities though until very recently (1990) there were only 6 tertiary level academic institutions, namely:

- University of Khartoum
- Islamic University of Omdurman
- University of Cairo-Khartoum Branch (Now Elneelain University)
- Polytechnic (now Sudan University for Science and Technology)
- University of Juba.
- University of Gezira.

However, this remarkable expansion of tertiary level institutions (spread over the 26 Sudan states) began by establishing *faculties of education in which English is an important specialization* either as a major, joint major or minor subject.

3.3.2.2 **English Syllabuses in Sudan universities**

From the Sudanese universities, the researcher will make an attempt to analyse and discuss the English language syllabuses of the following institutions (including one university as an example of the newly-established universities, namely Gadarif University). These universities are carefully selected for their representative quality (country-wide intake) and their importance in the educational system in Sudan.

These universities are:

1. University of Khartoum
2. Elneelain University
3. The Islamic University of Omdurman
4. Sudan University for Science and Technology
5. University of Gadarif

3.3.2.2.1 University of Khartoum

General Background

In 1989, Kitchener established an appeal for funds for a college to honour Gordon (mention has been made to them in section 3.3.1) passing by different stages it finally became a university: University of Khartoum. However, the impression of the Sudanese generation who passed through the Gordon College and who later served in the administration or the University is of a group of men whose standard of English was extremely high, of near native speaker quality.

hi general, the following points could be mentioned regarding the University development and status:

- Until very recently the university of Khartoum was the Sudan's only university. (Originally, it was one of the colleges of London University.)
- Among its old and well-established faculties are the *Faculty of Arts* and the *Faculty of Education.* The former has a department of English and a department of Linguistics while the latter has an English language department.
- In examining the English syllabuses, let us start by the Faculty of Arts: Department of English: (See Appendix l.a)

  In sum, the syllabus document shows the following:
- The majority of B.A. courses are literature-oriented : 13 out of 30 courses are literature courses.
- There is no direct or indirect mention of *idiomatic expressions and multi-word verbs* in the above syllabus either as contents of a course or a separate course having the same title or similar one.
- Faculty of Education: English Language Department

It is known previously as the Higher Teacher Training Institute (HTTI) 1963 then became one of the faculties of the University of Khartoum in 1974.

The English Language Department awards B.Ed, degree after completing 4 years course. If we turn to the English Syllabus (see Appendix 1.b) the following points could be detected:

- The course is Language, Linguistics & Methodology oriented: (2/3 of the courses while 1/3 are literature).
- There is no mention of IEX & MWV in the above syllabus.
- However, in the course description document(s), regarding the course entitled *listening and speaking:* point 2, we read under objectives:

  'To understand and be able to talk about social and everyday topics of conversation using the appropriate *idioms'*.

  Also under Descriptions: We read the following:

  'Emphasis will be on *idiomatic language* of greetings, introduction, suggesting, apologizing and other social functions'.

In the courses description, the course entitled: 'Comprehension, Summary and Analysis' states as one of its objectives the following:

'To harness the students with newly learned language items, words and structures and *idioms* for active use…'.

Again, there is no mention of materials, methods etc. for achieving the above objectives related to idioms.

3.3.2.2.2. Elneclain University

General Background

It was opened previously by the Egyptians as a participation (dedicated to the Sudanese) at the Sudan independence (1956) and it was known as University of Cairo-Khartoum Branch.

In 1992 it became Elneelain University, and consequently a *Sudanizalion* of its staff, syllabuses etc. took place. The status of English in the old University was marginal since *French* is given priority by Egyptians.

However, the present English Language Department (ELD) started functioning effectively (1992)… providing courses for specialized students and others from different departments (general English courses.)

- The English Language Department Syllabus: (See Appendix 1 .c)

Examining the above document we deduce that:

There is no mention, explicit or implicit, direct" or indirect, of idiomatic expressions and multi-word verbs, hence no course existing with the same title or similar one.

3.3.2.2.3 The Islamic University of Omdurman

General Background

The name suggests its Islamic orientation: teaching of Islamic religion and its studies besides the medium of *quoran* (Arabic) for all its students as compulsory courses. English was never used as medium of instruction in that university but taught mainly as subject.

The faculty of arts is one of the oldest faculties of this university. Also, the recent years (1995) witnessed the establishment of the Faculty of Education. However the two faculties have among their specialization English.

In what follows an attempt will be made to examine the English language syllabuses at the two departments:

- Faculty of Arts (English syllabus): see Appendix 1 .d.

A quick look at the above syllabus reveals that the two components *IEX & MWV* do not appear in this document.

However, regarding the first course cited in the syllabus, which entitled *Reading comprehension and vocabulary in context*, it is not clear whether these components make a part of the course or not, since there is no specification of that course contents.

■ Faculty of Education: English Language Syllabus (see Appendix I.e).

The reader, after looking at the above-mentioned syllabus, could observe that idiomatic expressions and multi-word verbs do not appear as part of any courses or as separate courses having the same title or under any other heading.

3.3.2.2.4 Sudan University for Science and Technology

General Background

It was known previously as the 'Polytechnic'. Among its faculties there is the faculty of Education.

■ English Language Syllabus, Faculty of Education (see Appendix l.f).

- The above syllabus is literature-oriented (more than 20 of the 47 courses have the bias of literature.)
- In the general map of the course there is no mention of idiomatic expressions and multi-word verbs but the documents which state the *contents* of the courses reveal the following about the course entitled "semantics" : under the sub-heading lexical semantics: *Idioms.* They are mentioned as one of the sub-components. However, there is neither indication of how to teach or treat these idioms **nor** specification of the material to be used.

3.3.2.2.5. University of Gadarif

General Background

This university is selected and discussed here, as an example of the newly-established universities (1995). As many other new universities, in Sudan, it began its role by opening a faculty of education. In the beginning, its English Language department benefited from the existing syllabus of the English Department, Faculty **of** Education, University of Khartoum. Now the department has its own syllabus which is **a**

well-elaborated and comprehensive, devised by a native speaker, with a considerable experience in teaching of English as a Foreign Language in Sudan Universities.

- Faculty of Education, English Language syllabus (See Appendix 1 .g).

Again, in the above document, idiomatic expressions and multi-word verbs are neither mentioned nor treated as contents of any course or as separate course.

3.3.2.3 SUMMARY

In sum, in the previous pages, we have tried to provide the reader with a general outlook of the syllabuses used in English Language departments, in some of Sudan universities attempting to show the position of idiomatic expressions and multi-word verbs in these syllabuses. However, our survey of these documents reveals that these two components, i.e. idiomatic expressions and multi-word verbs, are not given attention, hence, they do not appear as contents of any courses or as separate courses under the title idiomatic expressions and multi-word verbs or any other one. It is also worth mentioning that from our experience as students passing by the same course (B.Ed. Degree) or as teachers in some of Sudan universities that idiomatic expressions and multi-word verbs are not given the attention and position they deserve.

3.4 HOW DO THE STUDENTS ACTUALLY LEARN IDIIOMATIC EXPRESSIONS AND MULTI-WORD VRBS IN SUDANESE UNIVERSITIES?

The answer to this question depends mainly on the status of these two vocabulary components in the syllabuses and as we have seen from the foregoing discussion (see3.3.2.2) that they were not given the attention and place they deserve. Therefore, the teaching and learning of these lexical units were not catered for explicitly and intentionally in Sudan universities. However, their teaching and learning did not take place systematically except in rare instances where phrasal verbs were treated in some courses especially in grammar courses and this happen often through translation, list of these verbs (in alphabetical order without consideration of semantic (meaning) grouping - depending only on the form of the word) and inadequate use of dictionaries (often using bi-lingual ones). The use of dictionaries as teaching and learning aid is limited since the

learners think that they *know* these expressions and verbal combinations because they are made ol easy words / constituents: e.g. *put, up* and *with; look, up* and *to* and so on. So they do not look up those words in dictionaries. A final crucial point to mention, here, about the teaching and learning of *idiomatic expressions and multi-word verb* is that whenever they were treated they were taught and tried to be learnt *out of context* i.e. in isolation.

3.5 THE IMPORTANCE OF IDIOMATIC EXPRESSIONS & MULTI-WORD VERBS OF ENGLISH FOR THE NATIVE SPEAKER AND THE LEARNER

In this section I am trying to show the importance of idiomatic expressions and multi-word verbs of English for the native speaker and the learner. Since these two vocabulary components prove difficult and problematic for native speakers they will be more difficult for learners. In what follows a demonstration of their importance for both of them is provided.

3.5.1 The Importance of Idiomatic Expressions and Multi-Word Verbs of English for the Native Speaker

For one who is a native-born speaker of English, idiomatic usage is likely to cause little trouble. Most of the idiomatic expressions, one uses and hears are familiar, deep rooted, widely employed and readily understandable. English people unconsciously make use of these idiomatic expressions without knowing their origins or knowing that the meanings attached to them are sometimes arbitrary. A rational explanation of some of these meanings is impossible, but most can be explained.

In general, idiomatic expressions reflect the main activities and interests of the English speaking people who seem especially fond of allusive language, using the language appropriate to one activity to describe another. By the same token, Multi-Word Verbs of English are used by native speakers, instead of using single-word equivalents, in their everyday life.

3.5.2 **The Importance of Idiomatic Expressions and Multi-Word Verbs of English** for **the Learner**

Idiomatic expressions and multi-word verbs are special form of collocation which will be encountered by *every learner*. Native speakers of English can definitely tell how fluent you are: if a person always uses a bookish, stitled expressions and never uses idiomatic English, he might develop the reputation of being a dry, unimaginative speaker, or one who is trying to be too serious and too official. The use of idioms is, therefore, extremely important. It can strike a chord of solidarity with the listener. The more idioms you use, in the right context, the more at ease native speakers will feel with you and the more they will think to themselves "this is a nice and friendly person—look at how well he expresses himself.

There is a belief that the foreign student should be satisfied when he can express himself in English fluently and grammatically and that there is no need for him to waste time on language 'frills' such as idioms. This belief rests partly on the nature of idiomatic expressions and partly on the mistaken idea that idiomatic expressions are not exportable and the effort of learning them is not commensurate with the results achieved. In support of this view let's quote Swan (1997 ed) page:244; who more or less, minimized the importance of idiomatic expressions for the learner.

'Idioms are common in all kinds of English, formal and informal, spoken and written. However, informal spoken language is often very idiomatic. Students should *not* worry because they do not know all the collocations and other idiomatic expressions that are commonly used by English speakers. If they use non-idiomatic ways expressing ideas they will normally be understood, and English speakers do not expect foreigners to speak perfectly, idiomatically or correctly. It is therefore not necessary for students to make a special effort to learn and use idioms. They will learn the most common idiomatic expressions naturally along with the rest of their English. If they try consciously to fill their speech and writing with idioms the effect will probably be very strange.' (Swan 1980: (1997 ed):244)

However, *other* writers emphasized the importance of Idiomatic Expressions for the foreign learners:

'The foreign student wants to know which idiomatic expression and / or multi-word verb to use in a given situation. Faced by a certain situation how does the foreign learner express himself in idiomatic English? There is no certain defense against faux pas - that of using a perfectly good idiomatic expression (or it seems) to quite the wrong person'. (Ball:1958)

Also, in support of the importance of idiomatic expressions for the learner, let's quote the following:

'Since the general tendencies of present-day English are towards more idiomatic usage, it is important that this book on idioms should show the learner how the language is developing. Idioms are not a separate part of the language, which one can choose either to use or to omit, but they form an essential part of the vocabulary of English'.

(Sedil and McMordie 1909: 5th ed. 1988:11)

On page 422 of Oxford Dictionary of Phrasal Verbs, there is a clear indication of the importance of idiomatic expressions and multi-word verbs for the native speaker and the foreign learner.

> 'Knowledge of a wide range of *idiomatic expressions,* and the ability to use them appropriately in speech and writing, are among the distinguishing features of a native - like command of English, part of the great range consists of the *two-word combinations,* usually known as 'phrasal verbs' e.g. *step up (supplies), lay on (transport)* and *take up (the story).* Phrasal verbs are commonly used by native speakers but constitute a well-known stumbling block for foreign learners, who because of the associated problems of structure and meaning may fall back on a more formal one-word equivalent—*increase, provide, continue'.*
>
> (Cowie & Mackin 1993:422)

In general idiomatic expressions and multi-word verbs are important for the native speaker and the learner alike since they serve as distinctive features of the former command of the language and indications of mastery of the language for the latter.

3.6 SUMMARY AND CONCLUSION

In the present chapter, an attempt has been made to show and examine the position / status and the importance of IEX / MWV covering the following sub-headings:

- The position of IEX / MWV of English in Language in general and across the language skills.
- The place of IEX / MWV in the English language syllabuses used in Sudan universities.
- How the students actually learn these multi-word lexical items in Sudan universities.
- The importance of IEX / MWV for the native speaker and the learner.

In respect of the first issue, we have demonstrated that:

a) IEX / MWV are not a separate part of the language, which one can choose either to use or to omit, but they form an essential part of the vocabulary of English.

b) They are common in every language and without command of IEX / MWV students cannot truly feel comfortable and confident in their effort to master English thoroughly.

c) IEX / MWV are not something special or sub-standard they are a vital part of the standard language and as such they can hardly be avoided.

Regarding **the second** issue, we have showed that the position of these multi-word lexical items, in the existing syllabuses at the departments of English in Sudan universities, is marginal. The examining of the syllabuses documents revealed that these two vocabulary components are not given the attention and concern they deserved, hence, they do not appear as contents of any course or as a separate course.

As for the third issue (the question *How do the students actually learn these multi-word lexical items in Sudanese universities),* the answer to this question depends mainly on the status of these two vocabulary components in the syllabuses and as we have seen from the foregoing discussion that they were not given the attention and place they deserve. Therefore, the teaching and learning of these lexical units were not catered for explicitly and intentionally in Sudan universities. However, their teaching and learning did not take place systematically except in rare instances where phrasal verbs were treated in some courses especially in grammar courses and this happen often through translation, memorization of list of these verbs (in alphabetical order without consideration of semantic (meaning) grouping — depending only on the form of the word) and inadequate use of dictionaries (often using bi-lingual ones). The use of dictionaries as teaching and learning aid is limited since the learners think that they *know* these expressions and verbal combinations because they are made of easy words / constituents: e.g. *put, up* and *with; look, up* and *to* and son on. So they do not look up those words in dictionaries. A final crucial point to mention, here, about the teaching and learning of *idiomatic expressions and multi-word verb* is that whenever were treated they were taught and tried to be learnt *out of context* i.e., in isolation.

Concerning the last issue in this chapter, (the importance of IEX / MWV of English for the native speaker and the learner), the discussion leads us to conclude that IEX and MWV are extremely important for the native speaker since the knowledge and use of these multi-word lexical items serve as distinctive features of his command of the language. These two vocabulary components are also important for the learner since their knowledge and use are indications of his mastery of the language.

In sum, in this chapter the researcher has tried to show the position (status) of idiomatic expressions and multi word verbs of English in language and in the existing English language syllabuses in Sudan. Moreover, an attempt has been made to indicate how these two components are taught and learnt in universities in Sudan, and demonstrate the importance of these complex expressions for the native speaker and the learner alike.

CHAPTER FOUR

A GENERAL LINGUISTIC SURVEY AND A DETAILED SEMANTIC STUDY OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH

4.1 INTRODUCTION

This chapter intends to include the following

- A general linguistic study (survey) of idiomatic expressions and multi-word verbs of English encompassing the following levels:
  - Phonological and Orthographical
  - Grammatical (syntactic and morphological) and
  - Stylistic
- A detailed semantic study of idiomatic expressions and multi-words verbs of English:
  - Definition of idiomatic expressions and multi-word verbs of English.
  - What is the relationship between idiomatic expressions and multi-word verbs?
  - Lexico-semantic study.
- Also we shall contrast, compare and relate idiomatic expressions and multi-word verbs of English to the native speech of our subjects in terms of metaphors and proverbs, colloquial (informal) Language, and slang-

4.2 A GENERAL LINGUISTIC STUDY OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH

This general study attempted to cover the following:

- Phonological and Orthographical Survey
- Grammatical: Syntactic and Morphological
- Stylistic

4.2.1. **Phonological And Orthographical Study Of Idiomatic Expressions and Multi-Word-Verbs Of English**

4.2.1.1 **Phonological Study Of Idiomatic Expressions and Multi-Word-Verbs Of English**

Concerning Multi-Word Verbs of English the following points are to be made covering stress, intonation and rythm.

Stress: **General Introduction**

Stress is the word for the 'strength' with which syllables are pronounced. In speech some parts of English words and sentences sound much louder than others. For example, the first syllable of CARpet, the second syllable of inSPECtion or the last syllable of conFUSE are usually stressed, while the other syllables in these words are not.

In the sentence *'Don't look at HIM- HE didn 't do it,* the words *'him'* and *'he'* are stressed in order to emphasise them. Stressed syllables are not only louder; they may also have longer vowels, and they may be pronounced on a higher pitch.

Word Stress: English words with more than one syllable mostly have a fixed stress pattern. There are not many rules to show which syllable of a word will be stressed: One usually has to learn the stress pattern of a word along with its meaning, spelling and pronounciation.

Examples:

Stressed on first syllable: After, CApital, HAPpen, EXercise, EAsy.

Stressed on second syllable: inSTEAD, proNOUNCE, aGREEment, parTIcularly.

Stressed on third syllable: enterTAIN, underSTAND, concenTRAtion

Many short phrases and compounds also have a fixed stress pattern:

Front DOOR (Not FRONT door)

LIVing room (Not living ROOM)

Variable Stress: Some words have variable stress. In these words, the stress is at or near the end when the word is spoken alone, but it can move to an earlier position when the word is in a sentence, especially if another stressed word follows.

Many short phrases, for instance two-words verbs, have variable stresses e.g.:

- Their marriage broke 'up ...
- Many problems 'broke up their marriage.

Stress **in multi-word verbs**

In normal speech particles / prepositions are *not* usually given stress but with phrasal verbs the particle normally receives stress. Compare

- Look for that number_____that's the number to 'look for.
- Call up that number_____that's the number to 'call 'up.

Also, in respect of Multi-Word Verbs stress, it is worth mentioning that the *particle* in verbal combinations is normally *stressed* and, in final position, bears the nuclear tone, whereas the *preposition* in verbal constructions is normally *unstressed* and has the 'tail' of the nuclear tone on the lexical verb only:

- He called *up the man - the man was called lip.
- He 'called on the man - the man was 'called on.

The reader can find at the inside back cover of Oxford Advanced Learners Dictionary of Current English the following treatment and discussion of stress in phrasal verbs:

'One type of phrasal verb has **a** single strong stress on the first word. Examples are:

'Come to sth, 'go for sb, 'look at sth.

This stress pattern is kept in all situations, and the second word is *never* stressed. If the second word is one which normally appears in **a** weak form, remember that the strong form must be used at the end of **a** phrase, for example:

- Look at *l%\ I* this

but

- There's something to look at / set/.

Another type of phrasal verb is shown with *two* stresses. The patterns shown (in the dictionary), with the main stress on the second word, is the one which is used when the verb is said on its own, or when the verb as a whole is the last important word in a phrase:

- What time are you
  Coining 'back?
  t
- He made it 'up.
- Fill them 'in

But the speaker will put a strong stress on any other important word if it comes later than the verb. The stress on the second of the verb is then weakened or lost, especially if it would otherwise be next to the strong stress. The important word which receives the strong stress may be between the two parts of the phrasal verb, or after both of them.

- We came back 'early.
- I filled in a 'form.
- Fill this 'form in.

- **Stress in other Variations of Multi-Word Verbs**

Nominalized forms of phrasal verbs carry principal stress on the first element. Consider the following:

'downpour, 'offprint, 'upkeep.

'Outpouring, 'upbringing

'Break-in, 'flypast, 'glance - through

The above general rule is departed from only in cases such as the following, where an unliked form exists side by side with, and may sometimes be preferred to, a hyphenated one. Compare:

- a quick Look 'round
- a quick 'look-round.

A last point to mention, in this section, regarding stress in multi-word verbs is which made by (Swan: 1997:608): 'At the end of a clause, a preposition is usually unstressed, while an adverb particle is usually stressed. Compare:

- They are 'called on. (preposition)
- They were called 'up. (particle).

Stress in Idiomatic Expressions

In any idiomatic expression, we find that one word is always more strongly stressed (i.e. spoken with more force) than others. In most cases this is the last 'full' word (i.e. noun, adjective, verb or adverb) in the phrase or clause:

- Make onself 'useful
- Cakes and 'ale
- Make sth 'work

The above examples follow a general rule. In other words, most idioms are used in speech just like any other phrase or sentence, i.e. the word with the main stress is the last noun (not pronoun), verb (not auxiliary), adjective or adverb.

For example in the idiomatic expressions 'a rough ride', 'take the biscuit' and 'run for it', the words *ride, biscuit* and *run* are stressed.

Notice that some idioms have an unusual or unpredictable stress. From the 'Inside back cover' of OALDCE under 'stress in idioms', we read the following:
'Most idioms are shown in the dictionary with at least one main stress:

- find one's 'feet.

The learner should not change the position of this stress when speaking, for the special meaning of the idiom may be lost

Intonation in Idiomatic Expressions and Multi-word Verbs

Genera] Introduction

Intonation is the word for the 'melody' of spoken language: the way the musical pitch of the voice rises and falls. Intonation systems in languages are very complicated and difficult to analyse, and linguists disagree about how English intonation works. One way in which intonation seems to be used is to show how a piece of information fits in with what comes *before* and *after.* For instance, a speaker may raise his or her voice when taking over the conversation from somebody else, or to indicate a change of subject. A rise or fall on a particular word may show that this is the 'centre' of the message—the place where the new information is being given; or it may signal a contrast or a special emphasis. When a speaker ends on a falling tone, this often expresses some kind of conclusion or certainty; a rising tone at the end of a sentence may express uncertainty, suggest that there is more to be said, or invite another speaker to take over. Intonation (together with speed, voice quality and loudness) can also say things about the speaker's attitude. For instance, when people are excited or angry they often raise and lower their voices more.

Intonation in Multi-word Verbs

Multi-Word Verbs usually follow the general rules of intonation. Consider the following example, which contains verbal combinations in question and exclamative form.

- Why didn't you make up the beds?
- I did make them up!

Intonation in Idiomatic Expressions

Idiomatic expressions are usually subject to the *normal* rules of intonation which allow for a variety in pitch patterns which serve to distinguish between two or more expressions with the same spelling but different meanings. These pitch movements could be shown below:

- Do you 'mind? = an enquiry as to whether sb objects to some action or event, ... medium rising tone on 'mind'.
- Do you 'mind? = an expression of objection, often aggressive to sth which is occuring - a fall-rise tone on 'mind'.

Rhythm **in Idiomatic** Expressions **and Multi-Word** Verbs

General Introduction:

Rhythm is the word for the way stressed and unstressed syllables make patterns in speech. In sentences, we usually give more stress to nouns, ordinary verbs, adjectives and adverbs, and less stress to pronouns, determiners, prepositions, conjunctions and auxiliary verbs.

- She was SURE that the BACK of the CAR had been DAMaged.

Many Linguists feels that the rhythm of spoken English is based on a regular pattern of stressed syllables. These follow each other at roughly regular intervals, and are pronounced more slowly and clearly. Unstressed syllables are pronounced more quickly and less clearly, and are fitted in between the regular stressed syllables. If several unstressed syllables come together, these are pronounced even more quickly so as not to disturb the rhythm.

Compare the following two sentences. The second does not take much longer to say than the first: although it has three more unstressed syllables, it has the same number of stressed syllables.

She KNEW the Doctor.

She KNEW that there was a DOCTor.

Note, however, that this is a very complicated question, and not all experts agree about the way English rhythm works.

Rhythm in Idiomatic Expressions

A clear manifestation of rhythm in idiomatic expressions could be found in sayings form which is often made striking and memorable by rhythm, assonance, ... some examples are:

- Out of sight out of mind.
- When the cat's away, the mice will play.

Rhythm in Multi-word Verbs

Since these verbal combinations are composed of verbs + particles and / or prepositions. The general rule for rhythm is applicable i.e. verbs received more stress than prepositions and particles.

4.2.1.2. **Orthographical Study Of Idiomatic Expressions and Multi-Word Verbs of English**

In general, idiomatic expressions and multi-word verbs confine to *the general* spelling conventions of English. However, there are some exceptions namely those cases where multi-word verbs are transformed to nominlized forms, adjectival forms which have varieties of spellings (hyphenated, solid form (written as one word) or unlinked forms).

In nominalized forms, there is a considerable difference regarding spelling and punctuation: The choice of solid (=Linked form) *e.g. flypast,* unlinked form *a look round* or a hyphenated one *a look-round.*

Regarding the nominalized form which has the pattern *particle+verb,* it is important to mention that the British and American practice is to write them fully joined as in *offprint*; while some nouns exist in two forms (linked and hyphenated) in British.

Other examples of writing conventions of multi-word verbs are:

make up (verb), make-up (noun)

break down (verb), breakdown (noun)-

In adjective transform, one notes the following spelling / punctuation as they appeared in the examples below:

- He glanced through the article.-^

  The quickly *glanced-through* article ...

- He eagerly looked forward to his retirement.-^.

  His eagerly *looked-forward-to* retirement.

- We can play the recorded programmes back."*"

  The*played-back*programmes...

Phrasal verbs idioms consisting of two or several words may have related nominatlizations, verbalizations and attribute formations which are written as one word or, in spoken utterances, accentuated as single words e.g.

To bring 'up (=rear, educate) versus the *upbringing; to put in* (=commit for processing - as in computer language) versus *'the input capacity'* (where *input,* here, is an attribute) or the *input* (noun)-

In fact, whether the constituents of phrasal verbs are written as one word or not, or accentuated as one-word items when spoken, appear to make no difference in their semantic status in the language, since spelling convention as one word or the accentuation as one word (if spoken) by no mean actually convey the semantic content of the composite form in question. One-word spellings as well as accentuation are, then, best regarded as redundancy features of English orthography and phonology.

4.2.1.3.Summary

In this sub-section, an attempt has been made to survey the phonological and orthographical aspect of idiomatic expressions and multi-word verbs of English. However, this examination reveals that these language components follow the general rules of phonology and orthography with rare exceptions.

4.2.2 Grammatical Study of Idiomatic Expressions and Multi-Word Verbs of English

4.2.2.1 Introduction

In this section, an attempt will be made to provide the reader with a general description of the grammatical behaviour of idiomatic expressions and multi-word verbs of English. Information about the syntax and morphology of these two components of language is essential for a variety of reasons. It enables the reader to compare like with like and to build up *a general categorization* of idiomatic expressions and multi-word verbs. It is also important for the reader to be able to locate and identify the exact point or points in idiomatic expressions at which lexical choice can operate. The syntactic relationship of the parts to the should be made explicit. And finally, how the grammar of an idiomatic expression can be affected by how idiomatic it is.

Regarding the syntax of idiomatic expressions and multi-word verbs the following questions could be raised:

What kind of pattern(s) an idiomatic expression or multi-word verb correspond(s) to, how it can be broken into elements smaller than itself, and what other elements precede, *follow* or *interrupt* it?

The semantic and syntactic anomalies of such expressions as *kick the bucket* 'die', *spill the beans* 'give away a secret', *or fly off the handle* 'become angry' are of obvious interest for any description of language.

How can *kick the bucket* mean 'die'?

Do the literal senses of *kick, the, bucket* contribute in any way to its grammatical behaviour?

Why is non literal *the bucket was kicked* impossible, especially given that *the beans were spilled* is perfectly acceptable? How these idiosyncratic variations best handled by a grammar? And so on.

However, in our presentation and description of the grammatical properties of idiomatic expressions (including idiomatic multi-word verbs i.e. phrasal verbs), we shall follow, here, the grammatical categorization provided by Feare 1980 in his book *Practice With Idioms,* who had originally drawn on Cowie et al's texts, Oxford Dictionary of Idioms (1993) and Oxford dictionary of Phrasal Verbs, 1993 (for the original treatment see appendix.2 a and b).

Their treatment and categorization could be summarized as follows:

1. **Verbal Idioms:** These are multi-word verbs which are idiomatic *(phrasal verbs).*
2. **Nominal, adjectival and adverbial idioms.**

4.2.2.2 Verbal Idioms

Verbs are basic part of English grammar which are often used in idiomatic expressions. Some verbs are called transitive because they are followed by an object, which is always a noun phrase. Some verbs are called intransitive because they are not followed by an object. In general, we can distinguish and discuss below *six* categories of these verbal combinations.

Category 1

Intransitive Verbs with particles

Intransitive verbs can be followed by other parts of grammar such as *around, on, through* and *up.* Such words are called *particles* because they cannot be separated from the verbs by adverbial forms.

If we look carefully at the following sets of sentences we can figure out some of the grammatical rules governing the above type of verbal combinations
(An asterisk (•) means that a sentence is incorrect):

1. •The student got ahead his school.
2. The old man got around with difficulty.
3. "The company fell through its plan.
4. The student got ahead in school.
5. The company's plan fell through.

In the incorrect sentences above (#1 and #3), the verbal idioms were followed by *objects,* which is *not* possible for intransitive forms. But other parts of grammar, such as adverbs and prepositional phrases, often occur with these verbal idioms.

By the same token, if we examine the following set of examples we can arrive at a certain rule.

1. *My friend caught slowly on.
2. •The chairman showed early up.
3. My friend caught on slowly.

4. *The Chairman early showed up.
5. My friend slowly caught on.
6. The Chairman showed up early.

The rule which could be formulated from the above examples indicates that, in general, *no adverb* can be placed between the *verb* and *particle:* The verb and particle are one unit of grammar. Only a *manner* adverb, which tells how something was done (quickly, quietly, slowly), can be placed both before and after the verb + particle, if it ends in (-ly)- A manner adverb such as *'well'* cannot be placed before the verb + particle. Most adverbs, including time adverbs such as 'early' are placed after the idiomatic verbal combination. Thus '*my friend well caught on' is incorrect while 'my friend caught on well' is correct.

- Other Grammatical forms of Intransitive Verb + Particle : Transformation.

To be able to use verbal forms, in many different situations, you should know how to transform these verbal combinations into other grammatical forms. In this sub-section we shall look at some of the most important forms.

Nominalized Forms

Sometimes it is useful to change a verbal idiom into a nominalized form. An intransitive verb + particle can combine to form a noun. Examples:

- I was late because the bus broke down. ⟶
  I was late because of a bus *breakdown.*
- The pilot took off smoothly. ⟶
  The pilot made a smooth *take-off.*
- Did the plane take off smoothly? ⟶
  Did the plane have a smooth *take-off!*
- The baseball players warmed up before the game. ⟶
  The baseball players had a *warm-up* before the game.
- We stopped over at the nice motel on our trip. ⟶
  We made a *stopover* at the nice motel on our trip.

Note that only some intransitive verb + particle combinations can use this transformation.

Passive **Forms**

However, since there is no object in this verbal combination it does not admit passive transformation.

Emphatic Transform

This transform is used when one wants to make emphasis and this could be done through simple change of word order: putting words in initial position etc.

D The snow came down thick and fast. ⟶

Down came the snow thick and fast.

Category 2

Intransitive verbs with prepositions

In this sub-section, we shall look at verbal idioms that are composed of *intransitive verb + prepositions.* The preposition is followed by a noun phrase, and together they form a prepositional phrase.

Example:

D Thė lecturer *touched on* many interesting ideas.

Considering the above example, *'on'* is a preposition which forms a unit of *meaning* with the *intransitive verb,* but a unit of *grammar* with the following *noun phrase.* The prepositional phrase, "on many interesting ideas" is a unit of grammar; the verbal idiom 'touch on' is a unit of special meaning.

An intransitive verbal idiom, as the term suggests, is never used with an object. For more clarification let's study the examples below:

1. The teacher touched quickly on many ideas.
2. ^Because she is my friend, I believe in.
3. The teacher quickly touched on many ideas.

4. Because she is my friend, I believe in her.
5. "The teacher touched on quickly many ideas.
6. The guests finally showed up.

From the above examples, one observes that adverbs may not be placed between a preposition and noun phrase, which shows that the preposition and noun phrase are a grammatical unit [#5]. But adverbs may be placed between the intransitive verb and preposition [#1].

To conclude, this description of the grammatical rules of intransitive verb + preposition, we summarize the main points as follows:

- The prepositional phrase is a unit of grammar; the verbal idiom is a unit of special meaning.
- Adverbs may be placed between the verb and preposition.

- **Other Grammatical Forms of Intransitive Verb + Preposition: Transformation**

Nominalized Forms

D He glanced through the article quickly.——————•

He gave the article a quick *glance-through.*

Passive Forms

The noun phrase in this verbal combination (intransitive verb + preposition) may be moved to subject position after the unimportant subject has either moved to the end of the sentence or removed completely. The verbal idiom would be changed from the active to the passive form, just as regular verb would.

Examples are:

D The police looked into the murder. ——————→

The murder was looked into by the police.

The murder was looked into.

D He glanced through the article quickly.————^.

The article was glanced through quickly.

Not all idioms can be put into a passive form, simply because some idioms sound strange or awkward in such form. Notice the unacceptability of the following sentence:

* Mary's mom is taken after (by Mary)
(as transformed from: Mary takes after mom.)

There is really no simple explanation as to why some verbal idioms can easily be made passive and others can't. We simply have to acquire this knowledge by paying attention to and carefully learning the uses of this passive construction as we learn new and different verbal idioms."

Adjective Transform

- He glanced through the article quickly. ⟶
  The quickly glanced - through article …

Emphatic Transform

- You can cope with these few extra people easily. ⟶
  With these few extra people you can cope easily.

Relative Transform

- You can cope with these few extra people easily. ⟶
  These people with whom you can cope easily.

Category 3

Intransitive **Verb + Particle** + Preposition

The verbal idioms in this category are composed of an intransitive + particle + preposition. The preposition is followed by a noun phrase, forming a prepositional phrase. Example:

John *came up with* a fine solution.

In the above example 'up* is a particle and 'with' is a preposition.

For more details about the grammatical behaviour of the above type of verbal idioms, consider the following set of sentences:

1. A student's question came up.
2. *A student came up a question.
3. A student came up with a question.
4. I greatly look forward to my vacation.
5. *I look greatly forward to my vacation.
6. I look forward greatly to my vacation.
7. *I look forward to greatly my vacation.

From those examples the rules as given below are figured out:

- The verbal idiom is not followed by an object but a prepositional phrase.
- The verb, particle and preposition are all connected in *meaning* but that, in *grammar,* the particle is connected to the verb and the preposition to the noun phrase. That is why an adverb, especially a manner adverb, can sometimes be placed between the particle and the preposition (#6).

- **Other Grammatical ..____J of Intransitive Verb + Particle** + Preposition: Transformation

Nominalized **Form**

This type does not admit nominalization.

Adjective Transform

He eagerly looked forward to his retirement. ——→

His eagerly looked-forward-to retirement....

Emphatic Transform

He just scraped along on this low salary. ——→

On this low salary he just scraped along.

Relative **Transform**

He just scraped along on this low salary. ——→

This low salary on which he just scraped along …

Passive **Transform**

The students had to put up with the noise. ——→

The noise had to be put up with (by the students),

frlany people looked up to the famous professor. ——→

The famous professor was looked up to (by many people).

He eagerly looked forward to his retirements ——→

His retirement was eagerly looked forward to (by him).

But the following sentence does not admit passivization:

We went in for soccer.

* Soccer was gone in for.

After presenting and illustrating the *intransitive* verbal combinations (categories 1,2,3) we turn, in the following pages, to the *transitive* verbal combinations (categories 4,5,6).

Category 4

Transitive Verbs with Movable and Immovable Particles

Some verbs axe called transitive because they are followed by an object, which is always a noun phrase. In this section, we shall discuss verbal combinations which are composed of transitive verb + movable particle and those which consist of transitive verb + immovable particle.

Transitive Verbs with Movable Particles (Reversible)

Example:

The president cleared *up* the problem.

The president cleared the problem *up.*

In this example the particle may placed on either side of the object, but not anywhere else in the sentence.

Consider the following for further clarification and illustration:

1. The president cleared *up* the problem carefully.
2. *The President cleared carefully *up* the problem.
3. The president cleared the problem *up* carefully.
4. *The president cleared *up* carefully the problem.
5. The president carefully cleared *up* the problem.

hi the above sentences an adverb may not be placed between the verb + particle or between the particle and object because the verb + particle are connected in *both meaning* and *grammar*.

Also another rule concerning transitive verb + movable particle could be figured out from the sentences below:

1. The president cleared up the problem.
2. *The president cleared up it.
3. The president cleared it up.
4. The lawyer stuck to his argument.
5. The lawyer stuck to it.
6. •The lawyer stuck it to.

The general rule for *pronouns* is that they always precede particles, but always follow prepositions.

- **Other Grammatical Forms of Transitive Verb + movable Particles: Transformation**

This pattern by its nature (movable particle) can be transformed using the simple operation of changing word-order:

She made up her face. ⟶

She made her face up.

However, as was true for other verbal idioms, it is important to know how to transform transitive verb + movable particle into other grammatical forms in order to be able to use them in different situations.

Nominalized Forms

Many transitive verb + movable particle combinations can be used in **a** nominalized from. Most forms combine without using a hyphen (-), but some do, so we have to memorize the different cases as we learn them. Consider the following:

- We tried out the new machine_____*.

We gave the machine a *tryout.*

- She made up her face. • ⟶

She made up her face.—————•

She put on *makeup.*

- The company gave away many gifts. ⟶

The company had a gift *giveaway.*

- The military took over the country. ⟶

The country suffered a military *takeover.*

- How many students make up this class? ⟶
  What is the *makeup* of this class?
  What is the *make-up* of this class?

- We can play the recorded programmes back. /
  We can play back the recorded programmes. ⟶
  We can do *aplay-back* of the recorded programmes.

Passive **Forms**

Sometimes the subject of a verbal combination (here transitive verb + movable particle pattern) is not very important, and we want to stress the object of the sentence. Objects can move to subject position after the unimportant subject has either been moved to the end of the sentence or removed completely.

Examples:

- We tried the machine out carefully- /
  We tried out the machine carefully. ⟶
  The machine was tried out carefully-

- We can play the recorded programmes (them) back. /
  We can play back the recorded programmes ⟶
  The recorded programmes can be played back.

Adjective Transform

- We can play the recorded programmes (them) back. /
  We can play back the recorded programmes. ⟶
  The *played-back* programmes...

Grammar of Transitive Verbs with Immovable Particles (Non-reversible)

As the heading suggests the verbal constructions here are composed of a transitive verb + immovable particle. In this pattern, however, there are two different types of verbal combinations as the following examples indicate:

Type A:

My friends kicked my suggestion *around.*

Here the particle should come *after* the object. Thus I can not say:

•My friends kicked *around* my suggestion.

Type B:

Five rooms make up this house. (Here, the particle should come *before* the object). So I can not say

*Five rooms make this house up.

With verbal combination type A, as the sentences below illustrate, the particle may only be placed after the object. The verb and particle are connected in *both meaning* and *grammar,* so an adverb cannot be placed anywhere between them.

1. I can tell the twins apart easily.
2. *I can tell apart the twins easily.
3. I can easily tell the twins apart.
4. *I can tell easily the twins apart.
5. *I can tell the twins easily apart.

While with type B, the particle may only be placed before the object.

The student found *out* the answer quickly.

not *The student found the answer *out* quickly.

However, when *apronoun* object is used, the particle can only be placed after it.

The student found *it* out quickly.

•The student found out // quickly.

Concerning the adverb position in relation to the verbal idiom in type B the following point can be made:

Since the *verb* and *particle* are connected in *meaning* and *grammar,* an adverb may not be placed between them. Consider in this respect the following sentences:

The student found out the answer quickly.

The student quickly found out the answer.

•The student found quickly out the answer.

"The student found out quickly the answer.

- **Other Grammatical Forms of Transitive Verbs with Immovable Paricles: Transformation**

Nominalized Forms

Type A: (Verb + Object + particle)

- I want to walk you through (the ghost scene). ⟶

  I want to do a *walk-through* of the ghost scene.

Type B: (Verb + particle + Object noun)

- This is the reel which takes up the film. ⟶

  This is the *take-up* reel.

Passive **Forms**

Type A: (Verb + Object + Particle)

- You should do your work over soon. ⟶

  Your work should be done over soon.

- The technician will run that bit of tape (it) through again ⟶

  That bit of tape will be run through again.

Type B: (Verb + Particle + Object)

- Five rooms make up this house. ⟶

  This house is made up of five rooms.

- Unemployment brought down the last Government ⟶

  The last Government was brought down by unemployment.

Category 5

Transitive Verbs with Prepositions.

Under this heading one can distinguish *three* types:

Type 1: In this type the verb collocates with special preposition,

e.g. The executive *devoted* much time *to* her work.

Type 2: Here, the verb comes with special object. Each verbal idiom in this type can only occur with one 'special' object.

e.g. The baby sitter *kept an eye on* the child.

Type 3: Each verbal idiom in this type can occur with one *special noun* in *the noun phrase following the preposition.*

e.g. The instructor *took* my illness *into account.*

According to Cowie and Mackin 1993 : P.X. these three types are called *complex idioms:*

'A complex idiom is a verb + particle or a verb + preposition (or a verb + particle + preposition), but it always contains one or more other words as well'… ´

For more details let us discuss each of the above types in turn:

Type 1: Regarding the grammatical behaviour of this type, consider the sentences below:

1. The president left the work to his secretary.
2. *The president left to the work his secretary.
3. The senator put the bill through Congress.
4. *The senator put the bill Congress through.

In this type, the transitive verb will be followed by an object, and the proposition will be followed by a noun phrase.

From the above sentences we figure out the following rules.

A preposition may not be placed before the object because the proposition is connected to the following noun phrase in grammar. The preposition introduces the prepositional phrase, so it may not be placed after the noun phrase.

Concerning the position of adverbs, we find that it is unusual for an adverb to precede the preposition this verbal combination because an object follows the transitive verb. The normal position for an adverb, here, is at the end of the sentence, although manner adverbs ending in - ly are often put before the verb. The following examples are further illustration of the above-mentioned rules:

- The Senator put the bill through Congress quickly.
- The Senator quickly put the bill through Congress.
- The Senator put the bill through Congress last year.
- The Senator last year put the bill through Congress.
- f The Senator put the bill quickly through Congress (Unusual).

- Other Grammatical Forms of transitive verb + preposition pattern: Transformation

Transitive Verb with Preposition (Type 1)

- The executive devoted much time to her work.
- Peter foists all his problems on his unfortunate.

Nominalized Forms

This verbal combination does not admit nominalization. So the above 2 sentences could not be transformed.

Passive Forms

- His friends held the crime against Joe."⟶
  The crime was held against Joe (by his friends).

- Peter foists all his problems on his unfortunate friends.⟶
  All his problems are foisted on his unfortunate friends.

Transitive Verb with Preposition (Type 2)

As it has been said in the general introduction to this category each verbal idiom in this type can only occur with one 'special' object. The noun form in the object cannot change in any way (e.g. singular ⇄ plural). Very often an adjective form can be placed in front of the noun.

Examples:

1. I carefully kept an eye on the child.
2. I kept a careful eye on the child.
3. * I carefully kept eyes on the child.
4. Tom unfairly took advantage of his friends.
5. Tom took unfair advantage of his friends.
6. *Tom took unfair disadvantage of his friend.

- **Other Grammatical Forms (of type 2): Transformation**

Nominalized Forms

I have taken careful note of your remarks.

Here, this type of verbal idiom does not admit nominalized transformation because the object (note) is part of the verbal idiom.

Emphatic Transform

- **I** have taken careful note of your remarks. ⟶

Of your remarks I have taken careful note.

Relative Transform

- **I** have taken careful note of your remarks. ⟶

Remarks of which I have taken careful note....

Passive **Forms**

As is true with other verbal combinations some transitive verbal idioms can more easily be made passive than others; at times a passive form sounds very awkward, as in the following examples:

• I lost track of my pen. ⟶

* Track was lost of my pen.

- I have taken careful note of your remarks. ⟶

* Your remarks have been taken careful note of.

Transitive Verbs with Prepositions: Type 3

Each verbal idiom of this type can occur with one special noun in the noun phrase following the preposition,

e.g. The instructor *took* my illness *into account.*

The noun (in noun phrase) cannot change *form* or *order* in any way. Consider the following sentences.

1. Mary put her scholarship to good *use.*
2. *Mary put her scholarship to good *uses.*
3. The criminal brought the truth into the open.
4. *The Criminal brought into the truth the open.

- As it is true for transitive verbal idioms, adverbs should not be placed anywhere inside die verbal idiom because an object is used.

•May put her scholarship *successfully* to good use.

- **Other Grammatical Forms of Verbs + Preposition (Type 3): Transformation**

Nominalized Forms

Since ' a special noun' in the noun phrase is a basic part of the verbal idiom (integrated element), this type of verbal combination does not admit nominalization.

Passive **Forms**

- The teacher brought the idea into focus. ⟶

The idea was brought into focus (by the teacher.)

But we cannot transform the following sentence, for example, into passive:

- Bob had many problems on his mind.

•Many problems were had on bob's mind.

(simply because it sounds awkward, strange etc)

Category 6

Transitive Verbs with Particles and Prepositions

Here, we will deal with verbal idioms which are composed of a *transitive verb + particle + preposition.* An object will follow the verb and a noun phrase will follow the preposition, e.g. The participants *got* many ideas *out* o/the conference.

For the grammatical rules of this verbal combination, consider the following sentences.

1. You should set aside time for a meeting.
2. You should set time aside for a meeting.
3. I got many ideas out of the conference.
4. *I got out many ideas of the conference.
5. I turned it over to my associates.
6. *I turned over it to my associates.

From the above examples, the following rules could be deduced:

- The normal position for the object is *before* the particle but with certain verbal idioms the object may follow the particle (This issue has been discussed in this study in detail, under Transitive Verbs + (im)movable particles).
- *A pronoun* form will always be placed *before* the particle (#5).

- **Other Grammatical Forms of Transitive Verbs + Particle + Preposition: Transformation**

Nominalized Forms

- We eventually brought them around to our point of view.———•

  They had **a** *brought - around- to* our point of view…

Emphatic Transform

- We eventually brought them around to our point of view.————————•

  To this point of view we knew we would eventually bring them around.

Relative Transform

- We eventually brought them round to our point of view. ⟶
  A point of view to which we eventually brought them round...

Passive **Forms**

- We brought Joe around to our way of thinking'* ⟶
  Joe was brought around to our way of thinking-
- We eventually brought them round to our point of view. ⟶
  They were eventually brought round to our point of view.

Summary and Conclusion for the Grammatical Behaviour of Multi-Word Verbs of English

To summarize and conclude this section, about the grammatical behaviour of multi-word verbs of English, it might be useful to provide the reader with

a) an overview of the six grammatical patterns in which multi-word verbs occur as well as their transformations. (This summary is according to Cowieetal. 1993),

b) an emphasis of the prepositions / particles and idiomatic / non-idiomatic distinctions).

[a]) **Overview of Verb Patterns and their Transforms**

Category **1**

[vp] Verb + particle

The pilot took off smoothly.

The snow came down thick and fast,

[vp nom] nominalized form

The pilot made a smooth take-off,

[vp emph] emphatic transform

Down came the snow thick and fast.

Category 2

[vpr] Verb + prepositional Phrase

He glanced through the article quickly.

You can cope with these few extra people easily,

[vprnom] nominalized form

He gave the article a quick glance - through,

[vpr pass] passive transform

The article was glanced through quickly,

(vpr adj] adjective transform

The quickly glanced-through article....

[vpr emph] emphatic transform

With these few extra people you can cope easily,

[vpr rel] relative transform

These people with whom you can cope easily.

Category 3

[vp pr] verb + particle + prepositional phrase

He eagerly looked forward to his retirement.

He just scraped along on this low salary,

[vp pr pass] passive transform

His retirement was eagerly looked forward to.

[vp pr adj] adjective transform

His eagerly looked-forward-to retirement,

[vp pr emph] emphatic transform

On this low salary he just scraped along,

[vp pr rel] relative transform

This low salary on which he just scraped along.

Category 4

[vn ^H p] verb + object noun + particle

We can play the recorded programmes (them) back.

We can play back the recorded programmes.

[vn v>pnom]nominalizedform

We can do a play-back of the recorded programmes,

[vn *H Pass] passive transform

The recorded programmes can be played back,

[vn ~Z*V ac U] adjective transform

The played-back programmes...

[vn p] verb + object noun + particle

I want walk you through (the ghost scene).

The technician will run that bit of tape (it) through again

[vp. p nom] I want to do a walk - through of the ghost scene,

[vn p pass] That bit of tape will be run through again,

[vp n] verb + particle + object noun.

Unemployment brought down the last Government.

This is the reel which takes up the film,

[vp n nom] This is the take-up reel,

[vp n pass] passive transform

The last Government was brought down by unemployment.

Category 5

[vn pr] verb + object noun + prepositional phrase.

Peter foists all his problems on his unfortunate friends.

I have taken careful note of your remarks,

[vn pr pass] passive transform

All his problems are foisted on his unfortunate friends,

[vn pr pass o] passive transform (object of preposition)

Your remarks have been taken careful note of.

[vn.pr.emph] emphatic transform

Of your remarks I have taken careful note,

[vn pr rel] relative transform

Remarks of which I have taken careful note.

Category 6

[vn p pr] verb + object noun + particle + prepositional phrase.

We eventually brought them round to our point of view,

[vn p pr pass] passive transform

They were eventually brought round to our point of view,

[vn p pr emph] emphatic transform

To this point of view we knew we would eventually bring them round,

[vn p pr rel] relative transform

A point of view to which we eventually brought them round.

b) Particles / Prepositions and Idiomatic / Non-idiomatic distinction

After presenting, illustrating and discussing the grammatical behaviour of multi-word verbs, in the light of Cowie et al. 1993 scheme of the six patterns *of phrasal verbs* and their transformation, we shall try in the following paragraphs to emphasize some salient points in respect of the grammar of multi-word verbs of English.

These points are:

- (Adverb) particles / prepositions distincton and their position in clauses, sentences in relation to objects etc.
- The grammar of idiomatic multi word verbs (phrasal verbs) versus non-idiomatic ones (literal verbal combinations).

- **(Adverb) Particles / Prepositions distinction**

Words like *down, in, up* are not always prepositions. Compare

- I ran *down* the road (preposition).

Please sit *down* (particle).

- He is *in* his office (preposition).

You can go *in* (particle).

- Something's climbing *up* my leg (preposition).

  She's not *up* yet. (particle).

hi the expressions *down the road, in his office* and *up my leg,* the words *down, in* and *up* are prepositions: they have objects *(the road, his office* and *my leg).* In *sit down, go in* and *she's not up,* the words *down, in* and *up* have no objects. They are adverbs not prepositions. Small adverbs like these are usually called *adverb(ial)* particles: they include: *above, about, across, ahead, along, (a)round, aside, away, back, before, behind, below, by, down, forward, in, home, near, off, on, out, over, past, through, under, up.* Many words of this kind can be used as both adverb particles and prepositions, but there are some exceptions: for example *back away* (only adverb particles); *from, during* (only prepositions). This particles / prepositions distinction is crucial. Suppose that one wishes to know whether a multi-word verb containing particle can also be used with a preposition. He/she may have seen an example like this (where *'in'* is a particle). 'Her train pulled in ten minutes early* and he/she wants to know whether he/she can also say the following sentence (where *into* is a preposition).

Her train pulled into *Bristol ten minutes early.*

- **The Distinction between Idiomatic Multi-word verbs (Phrasal Verbs) and Non-idiomatic ones (literal verbal combinations)**

The fact that a particular combination of verb + particle, for example, is idiomatic need not affect its grammar. The combination *make up* as used in *she made up her face* is quite clearly an idiom (a unit of meaning). Yet the grammar of the idiomatic *make up* is similar in many respects to the grammar of the non-idiomatic *carry away.* For instance, the *direct object* can be changed around in both cases:

She made up *her facet* She made *her face* up.

Bill carried away *the rubbish I* Bill carried *the rubbish* away.

Similarly, it is equally possible to move the particle to the front and the subject to the end of the sentence whether you use *come down* idiomatically (The prices came down / Down came the prices) or non-idiomatically (The ceiling came down / Down came the ceiling).

4.2.2.3 **Grammatical behaviour of Nominal, Adjectival and Adverbial Idioms:**

Idiomatic Expressions other than verbal combinations

In the previous pages, we have tried to generally describe the grammatical behaviour of multi-word verbs of English (encompassing verbal combinations whether they are idiomatic or not). In what follows an attempt will be made to cover the grammatical aspect of idiomatic expressions (other than verbal idioms). These include:

- Nominal idioms
- Adjectival idioms
- Adverbial idioms

- **Nominal Forms: Pairs** of Nouns

The nominal idioms are formed from different parts of grammar, such as *verbs, prepositions,* and *real nouns.* These idioms can be used as subjects, objects, or as noun phrases after prepositions.

Examples:

• *Ups and downs* are a part of life (prepositions)

(Subject)

• The athlete put his *heart and soul* into it (nouns)

(Object)

• Marriage is a matter *of give and take* (verbs)

(Noun Phrase.)

With these Idiomatic Expressions, the pair of forms can only be joined by the conjunction *'and'.* In addition, the order of the forms is fixed. The two words cannot exchange position in any situation. Consider the following sentences:

The manager put his *heart* and *soul* into his work (correct conjunction).

•The manager put his heart *or* soul into his work (incorrect conjunction).

The car suffered a lot of *wear* and *tear,* (correct order)

•The car suffered a lot of *tear* and *wear* (incorrect order)

It is also important to remember that the singular forms can never be made plural and, likewise, that the plural forms cannot be made singular.

I accomplished a lot *of odds* and *ends* (correct plural form).

•I accomplished an odd and end. (incorrect singular form).

These people are *my flesh* and *blood* (correct singular form).

These people are *my fleshes* and *bloods* (incorrect plural form).

Regardless of whether these idioms were formed from verbs, prepositions, or nouns, the pairs joined by *and* are *considered to be* real noun forms. This fact, along with the fact that these forms have special meanings is why we call them idioms.

Various Adjective + Noun Combinations

Beside the above pairs of nouns we can find another type of nominal forms. This type of nominal idioms is composed of *various adjective + noun combinations.* These combinations can be used as subjects, objects, or as noun phrases after prepositions.

Examples:

White lies are never good.

Subject

That was a very *close call!*

Object

I'm tired *of small talk.*

Noun phrase

Because these combinations are idioms, certain unexplainable rules are used, just as was the case with all various types of idiomatic expressions. One rule is that some of the nouns must be used in the plural, while others must be singular, and still others may vary inform.

I had second *thoughts* about marriage (plural form)

*I had a second *thought* about marriage, (singular form incorrect)

Joe's actually full of *hot air* (singular form)

* Joe's actually full of *hot airs* (plural form: incorrect)

I had a *close call.*

I have had many *close calls,* (both singular and plural form are correct)

Another point is that the adjectives in these idioms are restricted in form. In general, only one particular adjective can be used with any noun form to create a special idiom, and this form usually cannot be deleted or altered in any way.

The race-car driver had many *close* calls (correct form).

*The race-car driver had many *closer* calls (no alteration possible).

He's really an eager beaver about work (correct form).

•He's really a beaver, about work (no deletion possible).

- **Adjectival Forms**

Pairs of Adjectives

The adjectival idioms in this part are formed from different parts of grammar, such *as prepositions, verbs, nouns* and *real adjectives.*

Examples:

The judge's decision was *quite fair and square,* (adjectives)

The heart operation was *touch and go.* (Verbs)

The race was *neck and neck* all the way. (nouns)

MW will be *up and about* in two weeks, (prepositions)

With the above type of idioms, the pair of forms can only be joined by the conjunction 'and'. In addition the order of the forms is fixed. The two words cannot change position in any way.

The judge's decision was quite fair *and* square (correct conjunction).

The judge's decision was quite fair *or* square (wrong conjunction).

The lecturer's speech was short and sweet, (correct order).

The lecturer's speech was sweet and short, (incorrect order).

With some of these pairs of adjectives, the adjective form may be placed before the noun if hyphens (-) are used; in other cases, this is not possible.

Examples:

1. Our vacations were few and far between.
2. *We had few-and-far-between vacations.
3. Joe's attitude towards work was free and easy.
4. Joe had a free-and-easy attitude towards work.

To conclude this treatment of the grammar of pairs of adjectives, the following point is to be mentioned and emphasized: Regardless of whether these idioms were formed from verbs, prepositions, nouns, or real adjectives, the pairs of forms are *considered* to be real adjective forms. This is one reason why they are called idioms (among other reasons is that they have special meaning).

Adjectival forms : Various Compounds

Under the heading: 'Adjectival Forms', we can deal also with another type: various compounds i.e. clear-cut: we have to reduce wasteful spending and increase productivity.

- Tom, at least, made a half-hearted attempt to offer some help.
- Jane remained close-mouthed about her dismissal from work.

Although the adjectival forms, here, are made from different parts of grammar, as adjectives they cannot be changed in any way.

1. Jill is quite level-headed (correct order).
2. *Jill is quite headed-level (incorrect order).
3. Tom and Jerry had a man-to-man talk (correct singular form)
4. Tom and Jerry had a men-to-men talk, (incorrect plural form)

• Adverbial Idioms

Various Adverbial Forms

The adverbial idioms and related forms, treated in the following paragraphs, are formed from various parts of grammar, such as *nouns, adjectives, prepositions,* and *real adverbs.* Although most use the conjunction 'and', other forms also occur.

Examples:

He makes the same mistake *time and again* (noun and adverb).

I go to work *day in and day out* (nouns and prepositions)

Little by little Tom's grades improved (adjectives & preposition)

All at once it started to rain, (adjective, preposition & adverb).

The adverbial idioms cannot be changed in form in any way. This rule also applies to the related forms.

I like to go to the beach now *and* again (correct conj.)

* I like to go to the beach now *or* again (incorrect conj.)

Day in and day out, Bob stays at home, (correct order)

* Day out and day in, Bob stays at home, (incorrect order)

Because each adverbial idiom is composed of more than one word, it is almost never placed anywhere in the middle of a single sentence: the normal positions are either at the beginning or at the end of a sentence or clause.

I like to go to the beach now and again, (correct position)

Now and again I like to go to the beach, (correct position)

* I like to go now and again to the beach, (incorrect position)

For now Tom wants to save his money, (correct position)

* Tom wants to save for now his money, (incorrect position)

The exception to the above rule is the idiom *high and low,* which can occur in the middle of a sentence, after the verbs *search* and *look.*

Jim looked for his book high and low. (correct position)

Jim searched high and low for his book, (correct position).

4.2.2.4 Summary for the Grammatical behaviour of Idiomatic Expressions and Multi-Word Verbs of English

From the Oxford Dictionary of English Idioms 1993 (1997 ed): General Introduction: p.xi we quote the following: as a summary of the grammatical treatment idiomatic expressions as well as indication of the six patterns scheme of the verbal combinations in English.

'To turn from volume 1 to volume 2 is to be reminded of the *enormous structural variety of English idioms.* Those treated in the first volume could be allocated to six related patterns those deal with here are found in phrase patterns - a *bargain basement, easy on the eye, in the nick of time* - subjectless clause patterns - *cut one's losses, paint the town red,* pay *sb a compliment* - and simple or complex sentence patterns — *one swallow does not make* ***a*** *summer, give sb an inch and he 'II take a mile.* This is to give but small sample of the great range of construction types represented....

The spread is considerably, yet the majority of entries can be classified under two general headings - *phrase idioms* and *clause idioms.* Within these major groupings are several dominant sub-categories:

...The most common *clause patterns* spanned by idioms, for instance, are the following:

Verb + complement	go berserk
Verb + direct object	ease sb's conscience / mind
Verb + direct object + complement	paint the town red
Verb + indirect object + direct object	do sb credit
Verb + direct object + adjunct	take sth amiss

While the most commonly occurring *phrase patterns* are these:

Noun phrase	a crashing bore
Adjective phrase	free with one's money etc.
Prepositional phrase	in the nick of time
Adverbial phrase	as often as not

(Cowie et al 1993: Introduction)

Regarding the grammatical behaviour of Multi-Word Verbs especially the *Phrasal Verbs six categories,* we round off the discussion with quoting the following from the OUP Dictionary of Phrasal Verbs. With rare exceptions, the phrasal verbs, etc. treated in the dictionary can be shown to function in one or more of *six* simple, active sentences patterns. These *basic* patterns can be divided into two groups according to transitivity (i.e. according to whether or not they contain a Direct Object). Intransitive sentences are labelled [V] and transitive sentences [Vn]. Within each of [V] and [Vn] the sentence patterns are further subdivided into [P], [Pr] and [P.Pr] according to whether they contain a *particle,* a *preposition,* or *a particle and a preposition.*

The whole system of six basic patterns can be represented schematically, and illustrated, as follows:

	Intransitive	Transitive
Particle "	[Vp]	[Vn.P]
Preposition	[Vpr]	[Vn.pr]
Particle + Preposition	[Vp.pr]	[Vn.p.pr]

[Vp] The electricity supply *went off*

[Vpr] We were *backing on* a change of heart.

[Vp.pr]The committee./^/ *back on* an earlier plan.

[Vn.p] The awful food *turns* people *off.*

[Vn.pr]Peter/owto all his problems *on* his unfortunate friends.

[Vn. p.pr] You can *put* the shortage *down to* bad planning.

4.2.3 **A General Stylistic Study of Idiomatic Expressions and Multi-Word Verbs of English**

In this section an attempt is made to provide the reader with a general description of the stylistic aspect of idiomatic expressions and multi-word verbs of English.

4.2.3.1 **A General Stylistic Study of Idiomatic Expressions**

No lexicographer can be content with simply detailing the meaning and grammatical properties of idiomatic expressions. As the readers will come to realize many idiomatic expressions are restricted to particular group of users or particular occasions of use, or indicate the speaker's attitude to the persons or events denoted, or are used to perform special functions (for example, greetings or warnings). The native speaker knows for instance that expressions such as *drive sb crazy* or *be no great shakes* are more likely to crop up during relaxed conversation between friends than in an official document or formal essay, while *stand easy* and *mark time* (in a non-figurative sense) suggest the specialized language or register of military commands.

The style of an idiom is regarded as the relation of certain variable factors in situations in that idiom is normally used. Among the most significant of those are:

i. The social relationship between the speakers or correspondents (which may be that of friend to friend, or employer to employee, etc),

ii. The setting (communication may take place over **a** drink in a bar, or at an official reception).

iii. The degree of seriousness, lightheartedness, etc adopted by the speaker - possibly as imposed or suggested by the setting (compare the pre-match banter in a changing-room with discussion at a board-meeting).

So, idioms can be said to differ along a scale from formal to informal according to the variation in the above factors considered together thus:

i. A 'formal' idiomatic expression will tend to reflect a distant rather than a close relationship; be more likely to be associated with an official setting; and tend to suggest a serious or elevated tone:

e.g. *(make answer / reply)* -

He presented an Address from the House of Commons to which her Majesty was graciously pleased to make reply-

ii. An 'informal' idiomatic expression reflects an intimate rather than a distant relationship; a domestic rather than an official occasion; an easy, relaxed attitude; e.g. *take it easy.*

- You make a mistake in answering him back, though, *mate.* He doesn't like that, old Frank doesn't. Just *take it easy,*
- Myra, *love,* you'd better *take it easy.*

(Here both examples are of reported conversation between close acquaintances; *mate* and *love* are indicators of intimacy/

Readers should note that most idioms are stylistically neutral in the sense that they fall somewhere between the limits represented by the labels *(formal)* and *(informal).* They should bear in mind / note also that stylistic values are constantly shifting, and that the conventions observed by individual speakers and writers differ considerably.

It is important also that idioms should not be confused with colloquial language or slang. Colloquial language is used when people are speaking informally and it may contain idioms, but not necessarily. Slang means informal words or expressions used by a particular group of people (e.g. young people) usually to distinguish themselves from

others. Again, Slang often contains idioms, but not necessarily. So idioms are not something 'special' or 'sub-standard*: They are a vital part of the standard language.

In the following paragraphs we shall treat briefly some important issues related to style: register, provenance and currency.

Register

The occupational or professional fields with which certain expressions are particularly associated are not ranged along a scale, and the labels used ... generally designate separate areas. The examples below show a selection of register variations / categorizations:

foul play *{sport)*
even odds *(horse-racing)*
break even *(commerce)*
a closed-shop *(industrial relations)*
grievous bodily harm *(legal)*
make (sth) fast (esp. *nautical)*
give sb etc his marching orders *(military)*

Provenance **and Currency**

Some idioms have different forms in British and American English. Note the American equivalent for each of these British idioms)

1. be left holding the baby. (B.E.)
   be left holding the bag. (A.E.)

2. have green fingers. (B.E.)
   have a green thumb. (A.E.)

3. throw a spanner in the works. (B.E.)
   throw a monkey wrench in the works. (A.E-)

4. be all fingers and thumbs. (B.E.)
be all thumbs. (A.E.)

5. blow your own trumpet. (B.E.)
blow your own horn. (A.E.)

However, there are idiomatic expressions which are solely, or principally, American which have a marginal status in British English. These are idioms which though not fully established in British usage, and still regarded as "American" by some speakers, are nonetheless used often enough to merit attention and consideration.

4.2.3.2 A General Stylistic Study of Multi-Word Verbs of English

Here, we shall try to provide the reader with a general description of the style aspect of multi-word verbs of English.

Since learners often find it difficult to identify, or use in right contexts, items which are restricted in style, evaluation or technical field, a clear indication of their labeling / markings should be presented to help them. Style markings / labelings given to multi-word verbs (in dictionaries) reflect various factors in the situations in which they are normally used. The most important of these factors are:

- The relationship between the speakers or correspondents (remote or official, or intimate and relaxed.).
- Whether one is speaking or writing (compare a spoken commentary on a football match with a newspaper report of it).
- The level of seriousness, detachment etc. suggested or imposed by the occasion (compare a speech at an official banquet with one given at a farewell party for a personal friend).

Considering the above factors, multi-word verbs can be said to differ along a scale (formal, informal, etc.)

So we can distinguish the following categories:

Formal

Reflecting distant rather than a close relationship; used when speaking or writing in a serious or official context (e.g. in a letter to a civil servant or a bank manager): *accrue (to) (from)* ... Interest at 8.5% *accrues* to *us from* a building society account.

Informal

Intimate rather than distant; spoken rather than written; relaxed and casual rather than grand or imposing: e.g. *pass out:*

I'd only have to point a gun at him and say bang, bang, and the little twerp *{=unworthy person)* would paw *out* cold from fright

Slang

Usually met in (and invariably derived from) the spoken language; suggesting an easy and intimate relationship between the speakers; serving to establish and reinforce the 'togetherness' of particular sub-groups in society, e.g. the police, the criminals, etc. and their distinctness from other groups; tending to date quickly, and therefore needing to be used with care by foreign speakers:

e.g. *bang up:* He said sex was no fun if you couldn't get a girl *banged up.*

Taboo

'Swear words: highly informal; generally avoided by educated male speakers when in the company of women and children, though conventions vary greatly from speaker to speaker, as well as from one social group to another, often expressing tension, irritation, anger, etc: best avoided by foreign speakers: e.g. *bugger off:*

If you' are going to be rude you can *bugger off.*

To conclude this section about the stylistic behaviour of multi-word verbs the following points might be necessary.

- We should note that it is impossible to assign fixed "stylistic values to most items which call for marking of some kind.

The boundary between 'formal' and 'informal' usage is constantly shifting, and the conventions observed by individual speakers and writers differ very considerably.

- It is often said that multi-word verbs tend to be rather 'colloquial' or 'informal', and more appropriate to spoken English than written, and even that it is better to avoid them and choose single-word equivalents or synonyms instead. Yet in many cases multi-word verbs and their synonyms have different ranges of use, meaning, or collocation, so that a single-word synonym cannot be substituted for a multi-word verb. Single word synonyms are much more formal in style than multi-word verbs, so that they seem out of place in many contexts, and students using them run the risk of sounding pompous or just unnatural.

- This stylistic difference between single-word verb and its equivalent multi-word could be shown by presenting and examining the following examples: (Note that in the first example, *'bring up'* is mostly used for the moral and social training that children receive at home while *educate* is used for the intellectual and cultural training that people get at school and university)-

- Lucy was *brought up* by her grand parents and *educated* at the local secondary schools

- What time are you planning to *turn up.* (multi-word verb: informal)
  Please let us know when you plan to *arrive?* (Single-word verb more formal)

- Just *keep on* till you get to the crossroads (Multi-word verbs: informal).
  Continue as far as crossroads, (single-word verb:formal)

Sometimes a particular multi-word verb is only used in formal or technical contexts, or it is found mainly in either British English or American English.

4.2.3.3 **Summary**

In the previous paragraphs, we have tried to provide the reader with a general description of the stylistic behaviour of idiomatic expressions and multi-word verbs of English. However as a conclusion for this section, it might be useful to mention the following two points which will be of particular interest to advanced foreign students and teachers:

- The first point focusses on the feature that proverbs and catchphrases may be structurally shortened for a variety of reasons and with a number of effects. Traditional sayings of a given structural type tend to be used in a narrow and stereotyped set of functions. Thus *a stitch in time saves nine* and *the early bird catches the worm* are typically used to comment approvingly on timely or judicious action or to reinforce a recommendation. Often it will be felt sufficient to hint at the whole by the use of a part, as in such utterances, as *'A stitch in time, you knowl* Sometimes, the fragment will take on a life of its own as a phrase idiom, as is the case with *an early bird.* This co-exists in present-day usage alongside the saying from which it originated.

- A second point is the creation of idiomatic expressions and the achievement of humorous effects by the manipulations of them normally regarded as fixed calls for a degree of cultural or literary awareness possessed only by mature native speakers of the language. Consider in this respect the following catchphrases:
  The buck stops here and *if you can't stand the heat, get out of the kitchen* which were first spoken by the Late President Truman; and their association with him, combined with the vigour and freshness of his language, ensured that they were taken up and repeated more widely. As in many similar cases, both the function and form of these catchphrases are varied from time to time, as the following quotation from an article on the Vietnam war makes clear:
  The harsh truth is that the buck started here (i.e. in the US) and that it stops here as well. This example of nonce variations in an expression whose original form is well-known brings us to the point that sentence idioms in particular are commonly refashioned by native speakers to achieve a variety of striking effects.

43 A DETAILED SEMANTIC STUDY OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH

In this section an attempt will be made to cover the following points:

- Definition of idiomatic expressions and multi-word verbs of English.
- The relationship between idiomatic expressions and multi-word verbs of English.
- Lexico-semantic study of idiomatic expressions and multi-word verbs of English.

4.3.1. **Definition of Idiomatic Expressions and Multi-Word Verbs of English**

Why the two terms idiomatic expressions and multi-word verbs are chosen as basic components in the title of this study? Before presenting and discussing the different definitions of idiomatic expressions and multi-word verbs of English, I would like to account briefly for choosing these two terms as basic components of the title of this study .For the first one, idiomatic expressions, is preferable to the term *idioms* since it suggests that they are composed of more than one word: they are expressions - multi-word items.The second one, multi-word verbs, is chosen because of its breadth of coverage and focus. It includes idiomatic verbal combinations (known usually as phrasal verbs) and those which are non-idiomatic (literal verbal combinations). So, the term multi-word verbs has advantage over other terms such as 'phrasal verb', 'two-parts verbs' etc. The reader should be reminded that, in general, 'phrasal verbs' and 'idioms' are used interchangeably with the terms 'multi-words verbs' and 'idiomatic expressions' respectively throughout the relevant literature, but the researcher tried to confine himself to the latter pair i.e. idiomatic expressions and multi-word verbs whenever it is possible and appropriate for context.

There is a wild diversity and disagreement over the exact definitions of idiomatic expressions and multi-word verbs of English. The precision of the wording varies. So too, enormously, does the interpretation as Wood (1980) put it.

However, in the following pages, there will be a presentation and discussion of some of the definitions of idiomatic expressions and multi-word verbs of English:
(Note that some of the definitions provided in this section have been presented and discussed in chapter two of the present study)-

4.3.1.1 **Definition of Idiomatic Expressions**

It is apparent that many of the disagreements over how best to account for the nature and behaviour of idioms can be traced back to an intial disagreement over what actually is an idiom and why. It seemed more valuable therefore to work out, carefully and thoroughly a definition of idiomatic expression and its implications. In respect of the issue of diversity, disagreement etc. let us quote from Wood 1980: Introduction:

' … The wild diversity is also both an effect and **a** cause of disagreement, over the exact definition of 'idiom' and its interpretation. The vast majority of idiomatologists, after more or less reflection, settle for a definition along the lines of a complex expression / phrase whose meaning is not a compositional function of / not made up of the meaning of its parts': The precision of the wording varies. So too, enormously, does the interpretation. Must the meaning of the whole be completely unrelated to the meanings of the parts, or only not completely predicatable?

Need the expression be ambiguous?

Must the unit be a phrase and the parts words, or is a word related non-compositionally to its constituent morphemes an idiom? And so on': (Wood 1980: Introduction)

1. **Oxford Advanced Learner's Dictionary Definition of Idiomatic Expressions**

IDIOM (Only sense 3 is relevant to our term).

1. The style of writing, music, art, etc. associated with a particular period, individual or group; today's idiom, popular / religious / classical idiom.

2. The language or dialect of a group of people or a country: have an ear for Irish idiom.

3. A phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as **a** whole unit, e.g.give *way, a change of heart, be hard put to it.*

(OALDCE, 5th ed. 1996:589)

IDIOMATIC (adj):

1.

a. Using or containing expressions that are natural to a native speaker of a language:
She speaks fluent and idiomatic French.

b. Containing an idiom (sense 3 above) or idioms: an idiomatic expression / language.

2. appropriate to the style of writing or music associated with a particular period, individual or group:
an idiomatic rendering of a piano concerto.

(ODALDCE, 1996:589)

A more clarification of the term 'idioms' is given at Study Page A6 (between page 278-279) of the Oxford Advanced Learners Dictionary of Current English. Under 'What are Idioms' we can read the following:

'An idiom is a phrase whose meaning is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. For example, the phrase *be in the same boat* has a literal meaning that is easy to interpret, but it also has a common idiomatic meaning: *1 found the job quite difficult at first. But everyone was in the same boat; we were all learning.*

Here, *'be in the same boat'means',* to be in the same difficult or unfortunate situation.

Some idioms are colourful expressions, such as proverbs and sayings:

- A bird in the hand is worth two in the bush. (= It is better to be content with what one has than to risk losing everything by trying to get much more).
- Too many cooks spoil the broth.(= If too many people are involved in something, it will not be done well).

If the expression is well-known, part of it may be left out:

Well, I knew everything would go wrong - it's the usual story of *too many cooks!*

Other idioms are short expressions that are used for **a** particular purpose:

- Hang in there! (used for encouraging somebody to remain firm in difficult circumstances).
- On your bike!
  (used to tell somebody to go away).

Other idioms make comparisons:

- as light as air.
- As hard as nails.

Many idioms, however, are not vivid in this way. They are considered as idioms because their form is fixed:

- for certain.
- in any case...'

In OALDCE (P.XXVI), we can read also the following:

'... knowledge of the meaning and correct use of expressions such as *make up one's mind, be all ears, with all one's heart* etc.

These are called 'idioms' or idiomatic expressions. They are groups of two or more words which must be learnt as a whole because the meaning of the expression may be different from the meanings of its parts. An example is: *hit the nail on the head,* which means *guess right'.*

2. Ball's (1958) definition:

'...The use of familiar words in an unfamiliar sense" seems to me to be as adequate a definition as the foreign student is likely to need, and it has the merit of giving him a simple standard by which he can discriminate idiom from non-idiom. For instance, he knows the meaning of both words in *Sunday Week,* but unless he knows the idiom, its meaning of *not next Sunday, but the Sunday after that* will escape him. In the same way the use of *it* is unfamiliar in the question *Who is if}*: this is the way to challenge someone to give his name, who has just knocked at the door".

The above precise brief wording of the definition given by Ball is preceded by his consideration of *seven* features of language that are embraced by that definition (Ball: 1958:1):

1. Ordinary Grammatical Usage

Consider, for instance, the tense usages in the following:

It's time we *went* home (simple past).

When you *come* tomorrow, I will pay you back the one pound I owe you (present simple).

(both expressing future situations.)

2. **Deviations from Strict Grammar**

Many colloquial uses are strictly speaking "ung^ammatical". But it must not be assumed that all deviations from grammar are *bad English.* Thus we normally say:

// *'s me (him, her, ...)* and not // *'s I (he, she, ...).*

We say:

It's ages since we met.

3. **Allusive Expressions**

There is a kind of expression that appears to have straightforward interpretation, but idiomatically means something quite different. It is usually impossible to guess its meaning. Here are a few examples:

That will do (=enough).

Let's call it a day (=Let's stop work now).

4. **Conventional Phrases of Many Kinds**

Most of these are phrases which we use unthinkingly e.g.: the greeting *How d'you doi* (to which the correct response is the same phrase) does not ask about your health or how you are getting on.

5. **Many Uses of the Phrasal Verbs**

A few examples of this very important feature of colloquial idiom must suffice:

I can't *make out* what he is doing.

Don't *let on* what I told you.

I can't *put up with* it any longer.

6. The Phenomenon of English Word Order

English has lost most of its inflections and so has to rely on word order for meaning.

Compare

It may be well ahead of time.

and

It may well be ahead of time.

7. The picturesque and Metaphorical Types of Idioms

English people are less fond of the picturesque idiom (e.g. It rains cats and dogs) but the next largest class of idioms is that of well established sayings and proverbs. Some examples are:

Don't count your chickens before they're hatched.

Don't wash your dirty linen in public.

3. Charles Hockett's Definition

Hockett in his 1958 'Course in Modern linguistics' is the first of the modern western grammarians to give serious consideration on the definition of idiom and its consequences. His discussion is worth quoting at length:

'Let us momentarily use the term 'Y' for any grammatical form the meaning of which is not deducible from its structure. Any 'Y', in any occurrence in which it is not a constituent of a larger 'Y' is an idiom. A vast number of composite forms in any language are idioms. If we are to be consistent in our use of the definition, we are forced also to grant every morpheme idiomatic status, save when it is occurring as a constituent of a larger idiom, since a morpheme has no structure from which its meaning could be deduced.

'…The advantage of this feature of our definition, and of the inclusion of morphemes as idioms when they are not parts of larger idioms is that we can now assert that any utterance consists wholly of an integral number of idioms. Any composite form which is not itself idiomatic consists of smaller forms which are.' (Hockett 1958:172).

Idioms will thus range from morphemes to proverbs or even poems, taking in pronouns, proper names, figures of speech, and private family languages. Idioms formation is a constant process, and Hockett makes the significant point that:

'The less productive a pattern is, the more likely it is that if a new form does not get coined by the pattern, it will have idiomatic value'. (Hockett 1958: 308).

Hockett's definition offers some interesting contrasts with later ones:

Firstly, idiomaticity is taken to be completely pervasive (= present and seen or felt everywhere) of language.

Secondly, Hockett deliberately and carefully admits morphemes to idiom status. (While all the other definitions we shall look at exclude single morphemes (by referring to 'morphemes arrangements', 'a group of morphemes', or specifying an idiom as a complex, a morpheme as a complex expression) or even words).

And thirdly, it is not particular forms which are idioms but occurences of forms in the context of particular utterances.

4. **Katz and Postal's (1963) Definition**

In their 'Semantic Interpretation of Idioms and Sentences Containing Them: 1963, the *standard non-compositionality* definition makes its first appearance:

'The essential feature of an idiom is that its full meaning …is *not a compositional* function of the meanings of the idiom's elementary grammatical parts.'

(Katz and Postal 1963:275).

5. **Alan Healey's (1968) Definition**

He defines an idiom as

' a group of two or more morphemes and an equal or greater number of tagmemes whose meaning as'a whole is not deducible from the meanings of its component morphemes and tagmemes or any subgrouping thereof.

(Healey 1968:73)

6. Wallace Chafe's (1970) Definition

'A semantic unit—...one which does not have a direct symbolization of its own but which trades on the symbolization of another or (others) - can be called idiom'

(Chafe 1970:44)

7. **Bruce Fraser's (1970) Definition**

He claims that an idiom is

'a constituent or series of constituents for which the semantic interpretation is not a compositional function of the formatives of which it is composed'.

(Fraser 1970:22)

8. **Uriel Weinreich's (1972) Definition**

'… Idiomaticity - a phenomenon which may be described as the use of segmentally complex expression whose semantic structure is not deducible jointly from their syntactic structure and the semantic structure of their components'.

(Weinreich 1972:89)

9. **Adam Makkai's (1972-1973) Definitions**

'… almost every linguist, or philologist for that matter, who considered the problem, saw something else in idiomaticity. To some, it was a matter of UNUSUAL ENCODING, that is, a PHRASEOLOGICAL problem; to others a matter of MISUNDERSTANDABILITY, that is AMBIGUOUS DECODABILITY; and again to others the failure to understand a form despite previous familiarity with the meanings of its constituents, and so forth'.

(Makkai 1972: Preface)

'An idiom is an entry in the ecological dictionary of English whose number of cross references is twice the number of its constituent words (once for every lexeme as expression carrier, and once for every lexeme as to its belonging to a certain semantic nest) plus its own idiomatic meaning which is not deducible from its components'.

(Makkai 1973:12)

1 o. **Ruhl's (1977) Definition**

'An idiom is a construction whose words occur elsewhere but never with the same meaning as in this construction. This definition allows the possibility that the words may contribute to, yet not fully account for, the meaning of the construction'.

(Ruhl 1977:455)

11. **Michael Swan's (1980) Definition**

Under 'what are Idioms'?

He writes,

'An expression like *turn up* (meaning 'arrive') *break even* (meaning 'make neither a profit nor a loss') or *a can of worms* (meaning ' a complicated problem') can be difficult to understand, because its meaning is different from the meanings of the separate words in the expression, (If you know *break* and *even* this does not help you at all to understand 'break even').

Expressions like these are called *idioms.* Idioms are usually special to one language and cannot be translated word for word (though related languages may share some idioms').

(Swan 1980:243).

On pages (243-4), in a sub-title: Collocations: (Conventional Combinations) we read the following:

'We can talk about *a burning desire* or *a blazing row,* but, we don't say **a blazing desire* or **a burning row.* Somebody can be *a heavy smoker* or *a devoted friend,* but not **a devoted smoker* or **a heavy friend.*

Expressions like these are also idiomatic, in a sense. They are easy to understand, but not so easy for a learner to produce correctly. One can think of many adjectives that might be used with *smoker* to say that *somebody smokes a lot* - for example *big, strong, hard, fierce, mad, devoted.* It just happens that English speakers have chosen to use *heavy,* and one has to know this in order to express the idea correctly. (A learner who uses the wrong words for an idea like this may be understood, but he or she will not sound natural)-

(Swan 1980: 243-4).

From the same reference above, we quote — under the heading 'Situational Language'- the following:

The expressions that are used in typical everyday situations are often idiomatic in the same sense. With the help of a dictionary and a grammar, one could invent various possible ways of expressing a particular idea but generally there are only one or two ways that happen to be used by English speakers and one has to know what they are in order to speak or write naturally. Some examples are:

- Could you check the oil?

  (More natural than *Could you inspect the oil?* Or *Could you see how much oil there is in the engine?).*
- Is it a direct flight or do I have to change?

  (More natural than *Does the plane go straight there* or *do I have to get another one?).*
- Sorry I kept you waiting.

  (More natural than *Sorry I made you wait.)*
- Could I reserve a table for three for eight O' clock?

  (More natural than *Could you keep me a table for three persons for eight O' clock?)*

(Swan 1997)

12. Ronald E. Feare's (1980) Definition

In his book 'Practice with Idioms, page xvii, he provides the following definition for idiom:

'What exactly is an idiom? This is not an easy question to answer, because many parts of speech be called idioms. In general, however, an idiom is an expression which has a special meaning, and this meaning cannot be understood completely by looking at the individual words in the idiom'.

(Fearel980:xvii)

13. Jennifer Sedil and W.McMordie (1909)

'In their book "English Idioms" 1988 (5th ed): they give the following definition: (under the sub-heading 'What is an idiom?'), we read:

'It is important to realize that idioms are not only colloquial expressions, as many people believe. They appear in formal style and in slang, in poetry, in the language **of** Shakespeare and the Bible. What then is an idiom? An idiom can be defined as **a** number of words which, when taken together, have a different meaning from the individual meanings of each word'.

(Sedil and McMordie 1909:123).

14. **The Dictionary of American Idioms' Definition**

It gives the following definition, in its preface:

'An idiom is the assigning of a new meaning to a group of words which already have their own meaning'.

15. **A Dictionary of Problems : Words and Expressions' Definition**

On page 27 under the heading: 'Idiomatic Usage', it provides the following definition:

'The words idiom and idiomatic come from Greek terms the key meaning of which is "peculiar or individual".

Idiomatic expressions conform to no basic principles in their formation and are indeed laws into themselves'.

16. **Webster's Collegiate Dictionary's Definition**

Sense 3

'An expression in the usage of a language, that is peculiar to itself either in • grammatical construction or in having a meaning which cannot be derived as a whole from the conjoined meanings of its elements'.

17. **Michael J.Wallace's 1982 Definition**

'One of the problems is the problem of definition: the word idiom is often used in different ways to mean different things. Let us try, therefore, to establish a working definition. Here are some idioms with their meanings: *Let the cat out of the bag* (=reveal a secret); *lick someone's boots* (=humble oneself to gain someone's favour); *rain cats and dogs* (=rain heavily); *Storm in a teacup* (=fuss about something that is not really important); *Off the cuff (<=not* prepared before hand).

What is it that they have in common? One could suggest two things.

• First, these expressions are *fixed collocations....*

However, some collocations are fairly loosely related …

With idioms, this freedom of collocation is much more restricted.

Using the examples we have noted, it would be odd to say:

They have let several cats out of bags (=revealed several secrets); *he goes about licking people's sandals; yesterday it rained dogs and cats; the teacup has just had a storm; he made an off his-cuff remark,* and so on. Generally speaking, however, idioms opereate in some ways as if they were compound words, and the number of changes that can be made are very limited.

• The second important thing which all idioms have in common is that they cannot be decoded (understood) from the literal or ordinary meaning of the words they contain: we can say that they are semantically opaque. Going back to our examples, we can take *let the cat out of the bag* or *rain cats and dogs. The meanings of these expressions have no obvious connection with* cats, dogs or bags!.

However, it could be suggested that **a** practical definition of 'idiom' for teaching purpose will contain three elements:

• • Idioms consist of more than onĕ word:

2- Idioms are fixed collocations; and

3- Idioms are semantically opaque,

(Wallace 1982: 116-118).

18. **Oxford Dictionary of English Idioms 1993 Definition**

Under Functional Idioms: Sayings and Catchphrases p.xi, we read:

'… What such expressions have in common is that they are idioms; generally of sentence length, and often long established in usage, which are used to perform communicative functions (speech acts) of various kinds. These features can be illustrated by considering the form of the following catchphrase and its explanatory gloss: *did he fall* or *was he pushed?* (catchphrase) a humorous or ironic enquiry into the cause of some apparent injury or accident (originally a music hall joke).

The two categories can be further distinguished as follows:

(i) Sayings - Whose form is often made striking and memorable by rhythm, assonance etc. are used to make comments and recommendations, or issue warnings and prohibitions, which enshrine traditional values and sanctions. *Out of sight out of mind.* (Usually a comment on sb or sth that can easily be forgotten, or on sb of a forgetful nature).

(ii) Catchphrases: are expressions often originating with a person prominent in public life, or in the world of entertainment etc, and which on passing into more general currency acquire other functions or are used with reference to other events:
*diamonds are **a** girl's best friend* (diamonds, or gifts with **a** lasting cash value, esp. from a lover or succession of lovers, are an insurance for one's future).

(Oxford Dictionary of English Idioms 1993:xi)

19. **Mary McGee Wood (1981) Definition of Idiomatic Expressions**

Wood (1981) precedes her definition by considering two terms: *Compositionality* and *productivity.*

'… *Semantic compositionality* constitutes a continuum, shading by gradual degrees from total non-compositionality to fully regular combination, for both phrases and compound words. True idioms must be wholly *non-compositional,* in contrast to collocations and other semi-compositional expressions. (This criterian is preferable to that of *ambiguity,* rules out decomposition of an idiom in the lexicon, and admits expressions with an opaque cranberry - constituent as idioms).

Productivity of form is similarly shown to be gradient, forming a continuum from complete frozenness to full freedom of combination: the term 'idiom' is (again) restricted to zero point. Structurally opaque expressions qualify as idioms, and compound words are not excluded. Our definition is therefore:

> An idiom is a complex expression which is wholly non-compositional in meaning and wholly non-productive in form'.
>
> (Wood 1981:6)

After quoting from Wood 1981:synopsis, we shall turn to the conclusion of her text (A definition of Idiom) for more clarification of her definition.

> '… Our definition of idiom will invoke two principles,
> compositionality of meaning and *productivity of form.'*

She continued to formulate her definition.

'We are now in a position to attempt our own definition of idiom. Let us therefore recapitulate the decisions reached on the various questions and criteria we have discussed.

1. True idioms are wholly non-compositional, or opaque in meaning.
2. Ambiguity is a common but not a necessary feature of idiomaticity.
3. The meaning of an idiom should not be distributed over the entries of its constituents in a lexicon.
4. Form with a unique constituent need not be idioms, but those containing a cranberry-form are.
5. True idioms can be opaque in structure.
6. True idioms are wholly non-productive in form.
7. Single compound words can be idioms.

It is neither necessary nor appropriate to specify all the seven points in the wording of a definition. Most are implications or consequences …

We therefore propose the following definition:

> An idiom is a complex expression which is wholly non-compositional in meaning and wholly non-productive in form'.
>
> (Wood 1981:95)

Summary

A comprehensive definition of idiomatic expressions is articulated in Cowie et al 1993 which might serve as summary and conclusion for this subsection:

'The best-known approach to the definition of idiomaticity, and one which linguists as well as dictionary - makers have helped to popularize, fastens on the difficulty of interpreting idioms in terms of the meanings of their constituent words. Definitions such as the following are representative of this approach:

... groups of words with set meanings that cannot be calculated by adding up the separate meanings of the parts.

... peculiarity of phraseology ... having meaning not deducible from those of the separate words ...

However, defining idioms in a way which throws emphasis on *ease* or *difficulty* of interpretation leaves a great deal unsaid ...

However, an approach based simply on the semantic opaqueness (or transparency) of whole combinations yield a very small class of idioms. It leaves out of account, for example, an important group of expressions which have figurative meanings (in terms, of the whole combination in each case) but which also keep a current literal interpretation. Among such 'figurative idioms' are *catch fire* and *close rank.* There is other evidence, too, especially the fact that a small number of words can be substituted in expressions often regarded as opaque (consider *burn one's boats* or *bridges),* that idioms are not divided as a small water - tight category from non-idioms but are related to them along a scale or continuum.

A view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also of the possibility of internal variation, or substitution of part for part. The application of both criteria together produces a complex categorization:

i. **Pure idioms:** Though discussions of idiomaticity at both a technical and non-technical level are usually limited to the type illustrated by *blow the gaff and kick the bucket* (surely the most often quoted idiom of all), idioms in the strict sense comprise only one, and certainly not the largest, a of a spectrum of related categories. Historically, pure idioms form the end point of a process by which word-combinations first establish themselves through constant re-use, then undergo-figurative extension and finally petrify or congeal.

ii. **Figurative idioms:** This category has already been identified. It is idiomatic in the sense that variation is seldom found (though note *act that part* or *role; a close, narrow shave) and* pronoun substitution unlikely (though consider *Bill had a narrow shave* and *Fred an even narrower one).* The merging of this group into that of pure idioms is illustrated by such expressions as *beat one's breast* and *{again) burn one's boats.* The literal senses of these expressions do not survive alongside their figurative ones in normal, everday use and for some speakers they may indeed be unrelatable. For such speakers these expressions fall into the category of pure idioms.

iii. **Restricted Collocations:** In such combinations, sometimes referred to as 'semi-idioms', one word (i.e. in the case of two-word expressions) has a figurative sense not found outside that limited context. The other element appears in a familiar, literal sense (cf. the verb and noun, respectively, *in jog one 's/sb 's memory)* and the adjective and noun in ***a*** *blind alley.* Some members of this category allow a degree of lexical variation (consider, for instance, *a cardinal error, sin, virtue, grace),* and in this respect 'restricted' collocations resemble 'open' ones. Another point of similarity is that the 'literal' element is sometimes replaced by a pronoun'.

4.3.1.2 **Definition of Multi-Word Verbs Of English**

One approach would be to use the familiar term 'phrasal verb' (itself indicating unity) to refer to idiomatic verbal combinations of various types though not to the non-diomatic ones. But, 'phrasal verb' is understood in different ways by different grammarians and teachers etc, and must be used with some care. However, in what follows an attempt will be made to define the broadest term 'multi-word verbs'.

1. **Oxford Advanced Learner's Dictionary of Current** English's **Definition**

'a simple verb combined with an adverb or a preposition, or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g. *go in for, win over, blow up'.*

OALDCE (5th ed): 1996:869.

Also in the same reference mentioned-above (A2 Study page) between pp.278 and **279,** under *What are Phrasal Verbs* we read:

'look at the verbs in the sentences below:

- Jan *turned down* the offer of a lift home.
- Buying that new car has really *eaten into* my savings.
- I don't think I *canput up with* his behaviour much longer.

Phrasal verbs (sometimes called multi-word verbs) are verbs which consist of two, or sometimes three, words. The first word is a verb and it is followed by an adverb *(turn down)* or a preposition *(eat into)* or both *(put up with).* These adverbs or prepositions are sometimes called *PARTICLES'.*

2. **Michael Swan's (1980) Definition**

Swan 1980 (1997 ed: 15), under the heading *Phrasal Verbs,* writes:

'Adverb particles often join together with verbs to make two-word verbs, sometimes with completely new meanings (e.g. break down, put off, work out, give up). These are often called 'phrasal verbs'.

On page 243 of the same reference, we read:

'Common short verbs like *bring, come, do, get, give, go, have, keep, make, put* and *take* are very often used with prepositions or adverb particles (e.g. on, off, up, away) to make two-word verbs. These are called 'prepositional' verbs' or 'phrasal verbs', and many of them are idiomatic.

Can you *look after* the cats while I'm away?

She just doesn't know how to *bring up* children.

I *gave up* chemistry because I didn't like it.

(Swan 1997:243)

For more details about multi-word verbs (phrasal and prepositional verbs as Swan referred to them) let us quote the following:

Under 'Verbs with Prepositions and Particles':

1. Two-word verbs

Many English verbs can be followed by prepositions or adverbs particles:

- Alan *walked down* the road without looking at anybody.
- Do *sit down.*

Some verbs and prepositions / particles are regularly used together: for example *look at, listen to, stand up, switch off.*

These combinations are rather like two-word verbs. They are ften called 'phrasal verbs' in grammars. The meaning of a two-word verb is sometimes very different from the meaning of the two parts taken separately:

- Could you look after the kids while I'm out?

  (Look after is not the same as *look+qfter*)
- We had to put off the meeting till Tuesday.

  (put off is not the same *asput+off.)*

Then Swan mentioned another type of multi -word verbs -i.e a three word verb under the heading "verbs with prepositions and particles together":

'Some verbs can be used with both an adverb particle and a preposition':

I *get on with* her quite well.

If you're on the road on Saturday night, *look out for* drunk drivers.

3. A.F. Cowie and R. Mackin's Definition (1993)

Under the sub-heading

What is a Phrasal Verb? Cowie and Mackin, in their 'Oxford Dictionary of Phrasal Verbs', provide the following definition:

'In English, verb are often put together with short adverbs (or particles) as in *run back, put* (the dish) *down, warm* (the milk) *vp,*

Verbs often combine with PREPOSITIONS too, as in *come into* (the room), *drop* (the vase) *on* (the floor), *translate* (the play) *into* (French).

All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions. (So, *put the dish down* means place the dish in a lower position). But sometimes the combinations are more difficult to understand. Look at the combination *break out* (verb+particle) as it is used in this sentence:

Cholera broke out in the north of the country.

In this example, the verb *break* doesn't have the meaning it has in phrases like *break a window or break a stick.* And *'out'* doesn't mean 'outside in the open'. The combination has to be understood as one unit of meaning *'start suddenly or violently'.* When a verb + particle (or a verb + preposition) is a unit of meaning like this it is a phrasal verb.

Sometimes you will find a verb, a particle and a preposition combining to form one unit of meaning. A well-known example is *'put up with'* (meaning 'tolerate'). This too is a phrasal verb'.

Cowie and Mackin 1993 (3rd impr 1994); xi.

The same reference above (page 423) provides the following in defining phrasal verbs:

'The basic requirement that expressions have to meet for inclusion in this volume is a simple one; all consist of, or include, a verb and a particle or preposition (i.e. one of the words *down, for, in, off, on, up, with,* etc). Most entries consist of simple combinations of verb + particle or verb + preposition, e.g., *back down, fall through, clog* ^{U}P*, puzzle out; abide by, come across, run into, take to;* but there is a sizeable group containing both a particle and a preposition - *put up with, set down as, take out on. A* considerable number of entries, too, deal with more complex types, many with a noun,

and sometimes also an adjective, as fixed elements in addition to the verb and preposition of particle: *get access to, give scope for, let off steam, lose track of, make a mental note of*

(Cowie& Makin 1993:423).

4. **Michael J. Wallace's (1982) Definition**

In his book: 'Teaching Vocabulary', he provides the following definition:

'A multi-word verb is a verb plus a particle (i.e. preposition or adverb), or, sometimes, a verb plus two particles, which join to form a new structural unit. Here are some examples of multi-word verbs:

abide by	cave in	move down	take in
add up	cross off	own up	take on
become of	do without	parcel up	while away
burn down	give up	puff away	workout

come down with cut back on

get off with stand up to

(Wallace 1982:119).

- **What is not a multi-word verb?**

An important point to mention, before concluding this sub-section, (in respect of the definition of multi-word verb) is: What is not a multi-word verb?

Take for instance, the *verb + adjective* combination which is very similar to multi-word verbs.

Compare:

He put the cloth *straight.*

He *put* it *out;*

where only 'put out' is considered a multi-word verb.

Both combinations form close units but the adjectives in the verb-adjective combinations have their individual meaning and their grammatical properties consider:

John didn't put the table cloth as [straight] as Mary.

•out

Adjectives in combinations like *cut short, rub dry, scrub clean, set free, dye red, wash clean, work loose* etc., selected from a rather restricted range of adjectives are not multi-word verbs.

- Conclusion **for the** Definition(s) of Idiomatic Expressions **and Multi-Word** Verbs **of** English

Idiomatic Expressions Definition(s)

After considering the various definitions of idiomatic expressions the researcher is for Wood 1981 definition which is as follows:

'An idiom is a complex expression which is wholly non-compositional in meaning and wholly non-productive in form'.

In brief, the reason for this preference is that it seems comprehensive and valid. It caters for meaning and form of these expressions.

The researcher also found Michael Wallace's (1982) definition as one of the comprehensive and working definitions:

'… However, it could be suggested that a practical definition of idiom for teaching purposes will contain three elements:

1. Idioms consist of more than one word;
2. Idioms are fixed collocations and
3. Idioms are semantically opaque'.

(Wallace 1982:118)

The reader is also referred to Cowie et.al's (1993) definition which seems comprehensive and valid.

Multi-word verbs' & Definition(s)

Regarding multi-word verb the definitions below seem adequate and comprehensive

- **OUP Dictionary of Phrasal Verbs 1994**

'In English verbs are often put together with short adverbs or (particles) as in *run back, put (the dish) down* and *warm (the milk) up,* Verbs often combine with prepositions, too, as in *come into (the room),...*'

- **M.Wallace 1982**

'A multi-word verb is a verb plus a particle (i.e. preposition or adverb), or, sometimes **a** verb plus two particles, which join to form a new structural unit. Here are some examples of multi-word verbs:

... add up,
... take on,
... workout'.

(Wallace 1982:119).

- Oxford Advanced Learner's Dictionary of current English's definition represents one of the most adequate and comprehensive definitions of multi-word verbs:

'a simple verb combined with an adverb or **a** preposition or sometimes both, to make **a** new verb with **a** meaning that is different from that of the simple verb, e.g. *go in for, win over, blow up.'*

(OALDCE 5th ed. 1995:869).

Also in the same reference (A2. Study Page) under "what are phrasal verbs", we read:

'Phrasal verbs (sometimes called multi-word verbs) are verbs which consist of two or sometimes three, words. The first word is a verb and it is followed by an adverb *(turn down)* or **a** preposition *(eat into)* or both *(put up with).* These adverbs or prepositions are called PARTICLES'.

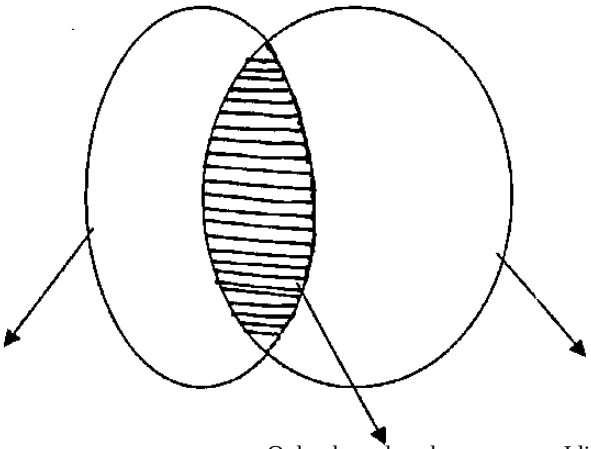
(OALDCE 5th ed: 1996: between pages 278-9).

4.3.2 **What is the relationship between idiomatic expressions and multi-word verbs** of English?

On encountering the title "Teaching and Learning of Idiomatic Expressions and Multi-Word Verbs of English (in the context of Sudan)" - the title of this research, the reader may well ask why idiomatic expressions and multi-word are brought together: What is the relation between these two parts? This section is a brief reply of some sort to this question.

In short, some of the idiomatic expressions are multi-word verbs particularly those which are termed *phrasal verbs.* Not all idiomatic expressions are phrasal verbs: there are other different idiomatic constructions: nominal, adjectival and adverbial categories. One can say that not all idiomatic expressions are multi-word verbs (there are others as indicated above) and not all multi-word verbs are idiomatic expressions: there is another type - beside the phrasal verbs - which is *literal* or *non-idiomatic* verbal combinations.

This relation between idiomatic expressions and multi-word verbs could be diagrammed as follows: (The shaded area is the *shared* area between the two components)



Multi-Word Verbs: (Idiomatic and non-idiomatic verbal combinations)

Only phrasal verbs: (Idiomatic verbal combinations) = MWV which are idiomatic at the same time

Idiomatic expressions: verbal+nominal adjectival & adverbial idioms

Wallace (1982:124) indicates explicitly the relationship between idiomatic expressions and multi-word verbs:

> Idioms and multi-word verbs present many similarities in treatment from a teaching and a learning point of view largely because they occupy overlapping areas in language....
>
> There are many phrasal verbs, of ocurse, which are complete idioms ...
> *Show someone up* (=humiliate),
> *make something up* (=invent),
> *smoke someone out* (=expose) and so on.
>
> (Wallace 1982:124)

However, the relation between idiomatic expressions and multi-word verbs could be clarified further by considering the following pairs of examples:

- He *took off the* table-cloth (multi-word verb: literal/non-idiomatic)
- He *took off the* Prime Minister to perfection (Multi-word verb: idiomatic / phrasal verb).
- It was a relief to *take off ova* wet boots (a multi-word verb: literal/non-idiomatic)
- The plane *took off at* 7. (Multi-word verb: a phrasal verb/idiomatic).

To sum up, idiomatic expressions are not always multi-word verbs; multi-word verbs are not always idiomatic expressions i.e. idiomatic expressions include other categories than verbal combinations : these are nominal, adjectival and adverbial idioms while multi-word verbs encompass, besides the idiomatic verbal combinations, literal constructions.

4.3.3 A Lexico-Semantic Study of Idiomatic Expressions and Multi-Word Verbs of English

In this section, we will try to provide the reader with a brief account of the lexico-semantic properties of idiomatic expressions and multi-word verbs of English.
The section will attempt to cover the following issues in respect of those two components of vocabulary:

a. Approach to a lexico-semantic description.
b. Idiomaticity and non-idiomaticity.
c. Collocation.
d. Synonymy, antoynymy.

4.3.3.1 Lexico-semantic study of multi-word verbs of English

As an introduction to this sub-section, I will demonstrate and show that multi-word verbs carry meaning, in general, and particles / prepositions in particular, often have meanings which contribute to a variety of verbal combinations. In English, verbs are often put together with short adverbs (or particles), as in *run back, put* (the dish) *down, warm* (the milk) *up.* Verbs often combine with prepositions too, *come into* (the room,), *drop* (the vase) *on* (the floor), *translate* (the play) *into* (French). All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions (so, *put the dish down* means 'place the dish in a lower position'). But sometimes the combinations are more difficult to understand. Look at the combination *'break out'* (verb + particle) as it is used in this sentence:
Cholera broke out in the north of the country: In this example, the verb *break* doesn't have the meaning it has in phrases like *break a window* or *break a stick.* And *out* doesn't mean *outside in the open.* The combination has to be understood as one unit, meaning 'start suddenly or violently'.

The component multi-word verbs is constantly growing and changing- New combinations appear and spread. Yet combinations are rarely made on a random basis, but form patterns which to some extent can be anticipated. Particles / prepositions often have particular meanings which they contribute to a variety of combinations and which are

productive, that is, these fixed meanings (of particles / prepositions) are used in order to create new combinations.

However, in the remaining of this sub-section we will consider the following headings:

a. Approach to a lexico-semantic description of multi-word verbs of English.
b. Idiomaticity and non-idiomaticity of multi-word verbs of English.
c. Collocation in multi-word verbs.
d. Synonym / Antonym.

a. Approach to a lexico-semantic description of multi-word verbs of English

In an attempt to present a kind of a lexico-semantic description of multi-word verbs of English, it might be useful to summarize the discussion appeared in Quirk et al 1998:811-13, based on the following two sets of examples:

Setl

- John called the man.
- John called *up* the man.
- John called *on* the man.
- Johnpttf *up with* the man.

Set 2

- John called^-ow the office.
- John called *after* lunch.
- John *c&Wcd from under* the table.

The difference between the first set and second can be stated in terms of'cohesion'. In the first the adverbial or prepositional particle *(up, on, up with)* forms a semantic and syntactic unit with the verb; in the second set, the prepositional particle *(from, after, from under)* is more closely connected with the head of the prepositional phrase. The semantic unity in this type of multi-word verbs (the first set) can be manifested (tested) by substitution with (a) single-word verb(s), for example: *visit* for *call on, summon* for *call up, omit* for *leave out, see* for *look at,* etc.

Furthermore, these verbal combinations often have composite meanings which are not normally deducible from their parts, for example, *make out* ('understand'), *take in* ('deceive'), *come by* ('obtain').

Multi-word verbs are not, however, restricted to such idiomatic combinations, we can distinguish *three* subclasses within the first set:

a. The verb and the particle keep their individual lexical meanings, as in *Hook over'* ('inspect'), *set up* ('organize'). The individuality of the components appears in possible contrastive substitution:

bring		in
take		out
turn		on
switch		off

b. The verb alone keeps its basic lexical meaning and the particle has 'intensifying' function:

find out (discover), sweep (up) the crumbs, spread out…

c. The verb and the particle are fused into a new idiomatic combination, the meaning of which is not deducible from its parts for example, *bring up* ('educate'), *come by* ('obtain'), *put* q#"(postpone), *turn up* ('appear') and *come in for* ('receive').

In such combination above there is no possibility of contrastive substitution: there are no pair such as *bring up / down, put off/ on, give up / down, give in / out,* etc. the adverbial, lexical values of the particles, in this type, have been lost, and the entire verb particle combination has acquired a new meaning.

In some cases the same verb-particle combination can belong to more than one subclass with a corresponding difference in meaning:

▶	John went into	the house (literal meaning) the problem (figurative meaning)
•	John put up with Mary	(stay with) both are non-literal (tolerate)

b. Idiomaticity / non-idiomaticïry of Multi-word verbs of English

Idiomaticity is largely a semantic matter, and that it is manifested in much the same way in expressions of different structural types. However, a tentative and simple answer to the question *why idiomaticity is largely a semantic matter* could be: because it is an area where considerations of meaning carry particular weight.

Clearly, the fact that very many verbs with particles or prepositions are used idiomatically is the central issue that we have to deal with in mastering this important area of the vocabulary. In addressing the crucial question of idiomaticity some complex issues are raised and it will be best to consider these under separate headings:

1. How in practice do we determine whether a given expression is idiomatic or not? We may sense for example that *put up* as used in the sentence: *They're having a memorial put up to him by public subscription* is not idiomatic, whereas *put up 'mA well-wisher had put up the money (for the scheme)* is idiomatic. What kinds of criteria can we call upon in support of our intuitions?

In respect, of the distinction of idiomatic / non-idiomatic, let us quote Cowie and Mackin 1993:

'How do we know whether the words *'fall out* as used in *"I was pleased with the way things had fallen ouf* forms a unit of meaning (an idiom) or not?

One test is to ask whether one word can be substituted for the *phrase fall out.* (we can substitute *'happen'* and *'occur'.)* Another test is to ask whether the second word can be deleted (it can't).

We can see from these tests alone *that fall out* cannot be broken up: its form is fixed...

These are clear indications that the combination is a unit of meaning (a phrasal verb).

(Cowie & Mackin 1993).

2. Is the distinction between non-idioms and idioms clear-out, or does the one type shade off gradually into the other?
3. What criteria in particular determine the inclusion of some items in a dictionary of idioms and the exclusion of others?
4. Finally, how should the conclusion we reach affect the grammatical labeling of the idiomatic combinations? If a combination such *as put up* (in the second example at 1) is shown to be a unit of meaning, should we not reflect this in the name we give to the combination? (The terms 'phrasal verb' is already available for this purpose).

C. **Collocations in multi-word verbs**

One of the simple definitions of collocation is "the co-occurrence of lexical items" : Collocation could be 'normal' or 'abnormal':

- sudden death (normal)
- delicious death (abnormal)

Collocation is a feature of all language: this is what some people mean by language being 'idiomatic'. However, some collocations are fairly loosely related. When someone is trying to sell a house, for example, he or she might advertise it as a 'desirable residence' although this is a common collocation, it is not fixed. One could, for example, use the words in all kinds of structures, such 'a residence which many people would reckon to be desirable'; or the word 'desirable' could be used with another word, as in 'desirable property for sale' and so on.

To illustrate further this issue of collocation let us quote the following: From the oxford Dictionary of phrasal verbs (1993: xvi) under *what is collocation?*

'A native English speaker will know that it is a natural and normal to say *carry out an investigation* not ' *"carry on an investigation'.* On the other hand, we normally say *carry on a conversation* Not * *carry out a conversation.*

Combinations of words that are natural and normal to native speakers are called collocations. The actual nouns etc. that can combine with a particular phrasal verb are called its collocates. (So 'conversation' is one of the collocates of'carry on') Some of the collocates of 'carry out' are 'experiment, test, research, investigation' among others which can be used as direct objects of that phrasal verb. And the collocates of 'carry on' besides 'conversation' are 'talk', 'discussion'. With 'carry on' it is possible to use words that related in meaning as *'debate'* and *'negotiations'* (both of which are types of discussion). But look at the following example:

Police are keeping the suspects under observation.

Here instead of 'observation' we could use *'scrutiny'* or *'surveillance'*.

But it would not seem normal and natural to say *keep under view, examination* or *-watch,* even though those words are related in meaning to *observation.*

(Cowie & Mackin 1993: xvi).

D. **Synonymy / Antonymy and Multi-word verbs**

Generally speaking, synonyms are words which mean almost the same as each other, and antonyms are words which mean the opposite. There are very few cases where two words or expressions mean exactly the same as each other. There may be differences in grammar as well as differences in meaning (between synonyms). Many multi-word verbs have synonyms which are single words but these words are much formal e.g. bring up / educate.

Antonyms describe opposite processes such as: putting on / taking off; coming in / going out.

To illustrate and clarify further the above point regarding synonymy in multi-word verbs, let us look at *shell out* as used in this example:

I hate shelling out money on house repairs.

Instead of 'shell out' here we could use 'fork out', with no change of meaning or style (both are formal multi-word verbs). These two multi-word verbs are very close synonyms (they can be substituted for each other in various sentences without the cognitive and stylistic meanings of those sentences being affected as a result).

There also may be synonymous multi-word verbs but different in other ways, for instance in style, grammar, suppose that we have encountered the following sentences:
'If we keep calm and stick together we shall be all right'
'Stick together' can be replaced by 'stand together' with change of the style of the sentence making it more formal.

A last point to mention in respect of synonymy of multi-word verbs is that: particles and prepositions themselves have synonyms which alternate after verbs:
Examples are:

i Synonymous particles: 'about, around / round'.

• Synonymous prepositions (on, over, upon).

Also we find as other examples the particle *in* and the preposition *into* which are similar in meaning as well as form, often alternate alter a verb. Similarly *on* alternates with *onto* and *out* with *out* of So we have: breaking in., (or into **a** house)

4.3.3.2 **A Lexico-Semantic Study of Idiomatic expressions**

In this section, we shall try to treat the lexico-semantic aspect of idiomatic expressions under the following headings:

a. Approach to the lexico-semantic aspect of idiomatic expressions.
b. Idiomaticity / non-idiomaticity of English expressions.
c. Collocations.
d. Sy[ion]y[m]y / Antonymy and other sense relations.

a. **Approach to the lexico-semantic aspect of Idiomatic expressions**

Approaching the lexico-semantic properties of idiomatic expressions, let us start by the following statement:
'If you do not know the meaning of a word or an expression call it an idiom'.
But idiomatic expression *has meaning* and one its meaning is established an idiom is unequivocal and (provided it is used in the right context) it means the same thing to every body.

However, the reader could bear in mind the following points when approaching the lexico-semantic aspect of idiomatic expressions:

1. The meaning of an idiomatic expression is more than the aggregate of words.
2. An idiomatic expression is a mutually sense - selecting construction, where each member has a sense that is possible only in construction with another item; an expression which has a meaning different from the meanings of its constituents; semantically an idiom behaves like one lexical item but grammatically the constituents behave like common words. For example:
   Kick the bucket (die); Kicked the bucket; • Kick the bucketed.

b. Idiomaticity / Non-idiomaticity of English Expressions

To highlight the distinction between idiomaticity and non-idiomaticity of English expressions, it might be useful to consider the following questions:

1. How can idiomaticity itself be recognized and defined?

Idiomaticity is largely a semantic matter, and that it is manifested in much the same way in expressions of different structural types. How then can idiomaticity itself be recognized and defined?

Here it will be best to consider under separate headings the rather complex issues that face the analyst, the dictionary - maker, the teacher, etc.

How in practice do we decide whether a particular expression is idiomatic or not? We may sense that/?// *the sink* as used in *she filled the sink with hot water* is not idiomatic, while/?// *the bill* (be satisfactory or adequate for a purpose) as in *sometimes solid food doesn 'tfill the bill* is idiomatic. What kinds of criteria can be called upon in support of our intuitions?

2. Is the distinction between idioms and non-idioms clear-cut, or do the two categories shade off into each other?
   Where do we draw the line between idioms and non-idioms?
3. What criteria in particular must expressions satisfy to merit inclusion in idioms' dictionaries?

In respect of the above questions, the following definitions and views of idiomaticity might help in clarifying the concept.

'The best-known approach to the definition of idiomaticity, and one which linguists as well as dictionary - makers have helped to popularize, fastens on the difficulty of interpreting idioms in terms of the meanings of their constituent words. Definitions as the following are representative of this approach:

> ...groups of words with set meanings that cannot be calculated by adding up the separate meanings of the parts.
>
> (Bolinger 1975).
>
> ...peculiarity of phraseology ... having meaning not deducible from those of the separate words ...
>
> (The Concise Oxford Dictionary of Current English 1982).

However, defining idioms in a way which throws emphasis on ease or difficulty of interpretation leaves a great deal unsaid. This characterisation does, it is true, identify what is odd about an expression such as *blow the gaff (or kick the bucket).*

An approach based simply on the semantic opaqueness (or transparency) of whole combinations yields a very small class of idioms. It leaves out of account, for example, an ijnportant group of expressions which have figurative meanings (in terms of the whole combination in each case) but which also keep a current literal interpretation. Among such 'figurative idioms' are *catch fire* and *close ranks.* There is other evidence, too, especially the fact that a small number of words can be substituted in expressions often regarded as *opaque* (consider *burn one's boats* or *bridges),* that idioms are not divided as a small water-tight category from non-idioms but are related to them along a scale or continuum.

A view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also of the possibility of internal variation, or substitution of part for part. The application of both criteria together produces a complex categorization:

(j) Pure Idioms

Though discussions of idiomaticity at both a technical and non-technical level are usually limited to the type illustrated by *blow the gqffznd kick the bucket* (surely the most often quoted idiom of all), idioms in the strict sense comprise only one, and certainly not the largest of a spectrum of related categories. Historically, pure idioms form the *end-point* of a process by which word-combinations first establish themselves through constant re-use, then undergo figurative extension and finally petrify (i.e. develop).

(ii) Figurative Idioms

This category is idiomatic in the sense that variation is seldom found (though note *act the part or role; a close, narrow shave)* and pronoun substitution unlikely (though consider *Bill had a narrow shave and Freud an even narrower one).* The merging of this group into that of pure idioms is illustrated by such expressions as *beat one's breast* and *burn one's boats.* The literal senses of these expressions do not survive alongside their figurative ones in normal, everyday use and for some speakers they may indeed be unrelatable. For such speakers these expressions fall into the category of pure idioms,

(iii) Restricted Collocations

In such combinations, sometimes referred to as semi-idioms, one word (i.e. in the case of two-word expressions) has a figurative sense not found outside that limited context. The other element appears in a familiar, liteal sense (compare the verb and noun respectively, *in jog one's/sb's memory* and the adjective and noun in a *blind alley).* Some members of this category allow a degree of lexical variation (consider, .for instance, *a cardinal error, sin, virtue, grace),* and in this respect 'restricted' collocations resemble 'open' ones.

(iv) Open Collocations

Most sharply and easily distinguished from idioms in the strict sense are combinations such *as fill the sink* and *a broken window.*

The use of the terms 'open' 'free* or 'loose' to refer to such collocations reflects the fact that, in each case, both elements (verb and object, or adjective and noun) are freely recombinable, as for example *infill, empty, drain the sink and/ill the sink, basin, bucket.* Typically also, in open collocation each element is used in a common literal sense.

In the previous paragraphs, we have discussed the nature of *idiomaticity* in some depth to throw light on the problem of deciding which word-combinations to consider as idiomatic. In the spectrum of categories set out earlier in this section, two were identified as idiomatic: *pure idioms* and *figurative ones.*

As regards the central area - the restricted collocations are counted in (=considered as idiomatic) while open collocations are excluded from the idioms category,

c. Collocation

To begin this sub-section the reader is reminded of one of the simple definitions of 'collocation':

'The co-occurrence of lexical items'.

Words which combine with other words, or with idioms, in particular grammatical constructions are said to collocate (to form collocations) with those words or idioms. So *utterly, totally* and *violently,* for instance, collocate as adverbs with the verb *disagree,* while *restore, retrieve* and *squander* are among the verb collocates of the idiom *the family fortune (s).*

One case of the importance of information about collocation is where a word selected from a particular set of collocates (the set may be long or short) forms an integral part of the idiom itself. In the expression *make a good etc. showing,* for example, an adjective from a list which includes *good, splendid, poor, unsatisfactory,* must be chosen if the idiom is to be complete:

**make a showing* is unacceptable.

A second case is where the set of words which can combine with an idiom at a given point is restricted. An example is *catch etc. sb 's imagination,* where in addition to forming a set

from which a selection must be made to give an acceptable idiom, the list *catch, capture, seize, grip, fire* virtually exhausts the possibilities of choice at *catch.*

The third type is one in which the idiom, while collocating fairly freely with verbs, say, combines much more regularly and predictably with some than with others. Among the verb collocates of *at a glance,* for instance, *know, realize, see* and *tell* will suggest themselves most readily to native speakers, though, *understand* and *gather* are not unacceptable and certainly make sense.

With idioms, this freedom of collocation is much more restricted: it would be odd to say:

- They have let several cats out of bags (=revealed several secrets);
- he goes about licking people's sandals;
- yesterday it rained dogs and cats;
- the teacup has just had storm;
- he made an off-his cuff remark;

In general, collocation as a lexical issue determines lexical choice … etc.

d. Synonymy / Antonymy etc. in Idiomatic Expressions

As illustration of sense relations in idiomatic expressions, we can discuss in this sub-section synonymy and antonymy:

Synonymy

Consider the following examples.

- *a saving grace* … (= sth which prevents, saves one from being altogether bad).

No one is completely evil, darling. They all have some saving grace, even the Templars.

- *A redeeming feature* … (a characteristic in sb/sth that (partly) atones for other faults or shortcomings).

  He's not so bad as my mother makes out. When she dislikes anybody she doesn 't allow them a single redeeming feature.

Many idioms which are explicitly linked as in the above two examples are close synonyms in the sense that they are interchangeable in given sentences without the cognitive or emotive meanings of these sentences being thereby affected.

It should be noted, however, that few idioms are exactly equivalent. Even when they share the same stylistic or emotive overtones, two synonymous idioms will be found to differ in one or more particulars. Thus while *a redeeming feature* usually denotes a characteristic of a person or thing, *a saving grace* normally refers only to a personal characteristic.

The reader / learner should be alert to these fine differences when comparing synonymous idiomatic expressions.

An idiom (or one of its meanings) may have two or more synonyms:

- backward(s) and forward(s) —> back and forth —> to and fro.
- odds and bobs / sods —> bits and bobs —> bits and pieces.

It might also be useful to discuss, in this sub-section, *false friends* (= expressions which are similar in form but not in meaning), (and so are apt to give rise to errors) and to show some important relations of meaning between idiomatic expressions, other than synonymy.

False Friends

Errors can arise in the use of idioms whenever one expression is sufficient close to another - either in the words which make it up or in the arrangement of those words - to be confused with. When, for example, two idioms are so close in form as to be almost indistinguishable they may be used in place of each other. Thus, it is possible for the learner to say *bargaining counter* ('sth used in the process of negotiations') when what he means is *bargain counter* (= a part of the store where bargains can be had).

Apart from-the case just quoted, which one idiom is almost indistinguishable from another, the following types of false friends should be noted:

i. One idiom may contain a word or words present in another and yet be quite unrelated in meaning to it:

- be damned (sb / sth mentioned or suggested ... is to be defied, rejected, refused, ignored).
- I'll be /1 am damned = exclamation of pleased or displeased astonishment.

ii. Two semantically unrelated idioms may contain the same words in different arrangements:

- *The end justifies the means* =

  (If the result is considered to be important enough, then any method of achieving it … should be welcomed and pursued).

- *A/the means to an end* =

  (The way(s), method(s), or processes) that need to be adopted in order to achieve a particular result).

iii. Two idioms which are closely similar in form may differ to the extent that one idiom has two or more meanings:

- *hold sb's hand:* clasp or grasp another's hand. = comfort or support sb during difficult or trying period.
- *hold hands:* sit/walk etc beside another person with both or nearest hands linked, usually as a sign of affection.

Antonymy and other Semantic Relations

In the previous paragraphs mention was made to idioms that related in meaning (synonymy etc.). There are, however, many idioms that are semantically related, in various ways, and it is equally important to point these to the reader.

Therefore, the discussion below involved two groups:

i. The first group is made up of pairs of expressions which are *opposite* in meaning (Antonyms).

Some of these contain *adjectives,* most of which, almost contrast when used non-idiomatically:

- early on .. ..<-> later on
- (the big time <--> (the) small time
- have a closed mind … <--> have an open mind.

Some idioms which are opposite in meaning contain contrastive *verbs:*

- gain ground <--> give / lose ground (to sb / sth)
- open one's mouth <--> shut one's mouth.
- Start the rot <--> stop the rot

Note that the verbs, and expressions of which they are part, denote a 'reversing' process: *one loses ground... only to gain it again* - or *gains it only to lose it.*

A smaller sub-group of contrastive idioms depend for their oppositeness on *nouns.*

- by accident <--> by design.
- in the past <~> in future, in the future.
- a matter of fact<—> a matter of opinion.

ii. The second group is made up of pairs of idioms such as *blackfen) sb 's eye (for him)* and *have etc a black eye,* in which the meaning of one can be said to follow from, or be implied by, that of the other, (if someone blackens my eye, I have a black eye!)

Other examples are:

run short (of sth) ... • short of sth ...

raise one's / sb's spirits ... • one's spirits rise.

raise the question etc. (of sth) ... • the question of (sth) arises ...

4.4 COMPARISON / CONTRAST OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH TO THE SPEECH OF SUDANESE LEARNERS

The present section tries to compare and contrast idiomatic expressions and multi-word verbs of English to the Speech of Sudanese learners of English (the population of this study) in terms of:

- metaphors
- colloquial (informal) language
- slang
- proverbs / sayings and catchphrases.

As it has been indicated in the previous chapter, the dominant speech of our subjects (Sudanese learners of English) is the *Sudanese Colloquial Arabic* — A variety of the standard classical Arabic. However, it is not far from the classical Arabic since Arabic is preserved or maintained by religious practices and it is the language of *QURAN.*

Generally speaking, Quran and the sayings of the Prophet Mohammed serve as a major source of idiomatic expressions used and understood by the Sudanese. Moreover, idiomatic expressions are found in and drawn from Sudanese culture and traditions. Regarding multi-word verbs, one can observe that they are less used and formulated in Sudanese Colloquial Arabic hence only few examples could be found.

However, in the following pages general and brief definitions of metaphors, colloquial language and slang etc. are given (in order to provide a theoretical background for comparing / contrasting idiomatic expressions and multi-word verbs of English to the speech of the subjects of this study) as well as the comparison / contrast itself.

4.4.1 Metaphors

Let us start by the following definition of metaphors:

'The imaginative use of a word or phrase to describe sb/sth as another object in order to show that they have the same qualities and to make the description more forceful, e.g. *'She has a heart of stone'*.

Another term, however, related to metaphors is *'figurative':*

'A word, phrase etc. used in an imaginative or metaphorical way that is different from the usual or basic meaning 'He exploded with rage' shows a figurative use of the verb explode.'

'Kick the bucket' is often cited as the classic example of an obscure metaphor which also completely non-compositional in meaning. Ruhl's (1975) claim that *'kick'* related systematically to *dying* is liable to be met with derision but it is true since we see that to end the life of ... somebody it might be through the method of *kicking* using different instruments (eg. Stick,...).

In general, English writing and speech abound in metaphors and consists of large number of common sayings which form part of the verbal background of the English people and are metaphorical or have a metaphorical content.

By the same token, sayings and metaphorical expressions are used by Sudanese in their speech.

4.4.2 Sudanese Learner's Speech and Informal (or Colloquial) Idiomatic Expressions and Multi-word Verbs

To begin this sub-section, it might be useful to clarify the distinction between formal and informal expressions. Formal expressions are usually only used in serious or official, especially written language and would be inappropriate in normal everyday conversation. Informal expressions are used between friends or people who know each other well, in a relaxed or unofficial context. They are not appropri=*- situations.

Maf>y people confuse idioms with slang and colloquial (informal) language. Slang and colloquial language are both informal kind of speech. Colloquial expressions can be used by anyone, but not usually in formal situations. There is a very large number of idioms which are not colloquial; and not all colloquial language consists of idioms.

It is important to realize that idioms are not only colloquial expressions, as many people believe. They appear in formal style and in slang, in poetry, in the Language of Shakespeare and the Bible.

In sum, in the Sudanese speech we find informal idiomatic expressions while multi-word verbs are not exist in their usage.

4.4.3 Comparing and Contrasting Idiomatic Expressions and Multi-Word Verbs of English with the Speech of Sudanese Learners in terms of Slang

Slang is very informal language mainly used in speaking and sometimes restricted to a particular group of people, e.g. those who have similar interests or do the same job. Examples are: *dope* (=illegal drugs), *the fuzz* (=the police), *lolly* (=money), *naff* (=worthless).

The use of slang signifies a close and informal relationship between speakers, its chief characteristic is its function in identifying and reinforcing membership of particular sub-groups in society (e.g. *criminals, the police, students, the military* etc.).

Once slang terms become widely known outside the groups with which they originate they no longer serve this essential purpose and tend to merge into the wider category of informal usuage. Nevertheless, a considerable number of slang idioms retain their currency with 'insiders' despite their widespread use by outsiders: *Splice the main brace* (nautical slang), *six of the best* (dated school slang)-

Regarding the use and usage of idiomatic expressions in the slang of our subjects (Sudanese students of English), we observe that those expressions are widely used in their speech: e.g.

sb ate ' neem' meaning he / she was fooled or tricked.

The above example is idiomatic slang since it is meaning is not deducible from the meanings of the words it contains: *{neem* is a kind of tree), and it (i.e. the expression) is used by 'particular' group (here, students).

4.4.4 Comparing / Contrasting Idiomatic Expressions and Multi-Word Verbs of English with the Speech of Sudanese Learners in Terms of Proverbs, Sayings and Catchphrases

In comparing/contrasting Idiomatic multi-word verbs of English to the speech of the Sudanese learners, of English, in terms of proverbs etc., it might be useful to equip the reader with the following definitions of these terms which could serve as a background for this task. In general, the above terms (proverbs, saying and catchphrases) are idiomatic in the broadest sense.

- Sayings

Sayings are well known fixed or traditional phrases, such as proverbs, that are used to make a comment, give advice, issue a warning etc. e.g.

- *Look before you leap;*
- You *'re only young once.*

However, our subjects speech is rich with sayings. Some examples are *typically Sudanese make-up* and *others are borrowed from other neighbouring Arab Countries or from other Languages esp. English.*

From the *typical* Sudanese sayings and proverbs, the following could be given:

• *Stretch your legs according to your* mattress *length* (=meaning behave and spend etc., according to your status (economic, social, etc.)

• *They come to help him in burring his father body, he hid the (digging) instruments.* (meaning that he didn't help those who tried to help him and went further putting the obstacles on their ways).

• *Whose hand is in the cold water is not the same as whose is in the hot water.* (meaning that who is not in trouble or not suffering will not feel the same feeling as those who are in that situation).

A related term to sayings is 'proverbs' and sometimes it is used interchangeably with it.

• **Proverb(s)**

A short well-known sentence or phrase that states a general truth about life or gives advice e.g. *better safe than sorry* or *don't put all your eggs in one basket.*

However, in the speech of our subjects we encounter a variety of examples. In the following pages a (representative) list of sayings and proverbs which are used by Sudanese people. The Arabic equivalent scripts will not be given here for practical reasons (typing etc.) The notions, concepts and meanings expressed by these sayings and proverbs are well known to the subjects of this study and some could be translated. - literally or non-literally - from Sudanese Colloquial Arabic to English and vice versa. This shows that the subjects have command of this important aspect of their language through use and practice.

A **list of some sayings and proverbs used by Sudanese in their speech**

This collection of English proverbs / sayings has, more or less, their Arabic equivalent, in terms of the concepts and meaning they carry.

They are given below in a alphabetical order:

1. A bird in the hand is worth two in the bush.
2. A drawing man will clutch (or catch) at straw.
3. A fox is not taken twice in the same snare.
4. A friend in need is a friend indeed.

5. A man is known by the company he keeps.
6. A secret between more than two is no secret.
7. A word to a wise man is enough.
8. Absence makes the heart grow fonder.
9. All is not gold that glitters.
10. Barking dogs seldom bite.
11. Better an (open) enemy than a false (ignorant) friend.
12. Better a devil you know than a devil you don't know.
13. Birds of a feather flock together.
14. Curiosity killed the cat.
15. Cleanliness is next to godliness.
16. Diamonds cut diamonds.
17. Early to bed and early to rise makes a man healthy, wealthy and wise.
18. East or west, home is best.
19. Even Homer sometimes nods.
20. Everything comes to him who waits.
21. Forbidden fruit is sweet.
22. God (or Heaven) helps them who help themselves.
23. History repeats itself.
24. Hunger is the best cook / sauce.
25. If you want a thing well done do it yourself.
26. It is no use crying over spilt milk.
27. Let bygones be bygones.
28. Like father, like son.
29. Love is blind.
30. Man proposes and God disposes.
31. Misfortunes (or troubles) seldom come singly.
32. Necessity has (or knows) no law.
33. Necessity is the mother of invention.
34. Never put off till tomorrow what can be done today.
35. Never too old to learn (or seek knowledge from cradle to grave).

36. One man's meat is another man's poison.
37. People who live in glass houses should not throw stones.
38. Poverty is no sin.
39. Prevention is better than cure (or an ounce of prevention is worth a pound of cure).
40. Put your trust in God, but keep your powder dry,
41. Rome was not built in a day.
42. Short debts make long friends.
43. Silence gives consent.
44. Speech is silver, but silence is gold.
45. Still waters run deep.
46. Strike while the iron is hot.
47. The early bird catches the worm.
48. There is nothing impossible under the sun.
49. When the cat is away the mice will play.
50. When you are at Rome do as the Romans do.

- **Comparing / Contrasting Idiomatic expressions and Multi-Word Verbs of English** to **the Speech of Sudanese Learners in respect of Catchphrases**

Catchphrases are well-known expressions that were often originally used by a public figure, an entertainer etc. and have now passed into more general use e.g. *The buck stops here.*

Catchphrases and sayings have in common that they are idioms, generally of sentence length, and often established in usage, which are used to perform communicative functions (speech acts) of various kinds. These features can be illustrated by considering the form of the following catchphrase and its explanatory gloss:

*Did he **fall** or **was he pushed?***
a humorous or ironic enquiry into the cause of some apparent injury or accident (originally a music-hall joke).

Catchphrase(s) can be further distinguished as follows:

Catchphrases are expressions often originating with a person prominent in public life, or in the world of entertainment etc, and which on passing into more general currency acquire other functions or are used with reference to other events:

Diamonds are a girl's best friend

Diamonds, or gifts with a lasting cash value, esp. from a lover or succession of lovers, are an insurance for one's future ... (from a song in the musical comedy *GENTLEMEN PREFER BLONDES, 1949).* In Oxford Dictionary of English Idioms 1993, we read: p.xv. *'Catchphrases* normally originate with a popular entertainer when they serve much the same purpose as a signature tune or with a well-known public figure:

The buck stops here and *if you can* 7 *stand the heat, get out of the kitchen* were first spoken by the late President Truman; and their association with him, combined with the vigor and freshness of his Language, ensured that they were taken up and repeated more widely. As in many similar cases, both the function and form of these catchphrases are varied from time to time, as the following quotation from an article on the Vietnam war makes clear:

The harsh truth is that the buck started here *(i..s.* in the US) and *that it stops here as well.*

After this background about catchphrases in English, we can turn to contrast and compare them to the speech of our subjects - the Sudanese Learners of English. The following catchphrases from the students use and usage could illustrate this point:

- One of the Sudanese Presidents, when took over, described the country as *a sea dead body* meaning that ruling the country in that time is not a desired or rewarding task except for those who are compelled to do so (the relatives of the drowned / dead person) since the dead body, in this case, would be in bad condition and has a terrible smell.

Also we can mention in this respect what is said by ALI BN ABI TALIB - (The 4th Khalifa (ruler) after the Prophet Mohammed) who is famous for his eloquence and bravity. *'If poverty is a man, I will kill him'.* This catchphrase is known by the majority of Arabic speakers and well-established in their usage - it is a part of their religious and cultural literacy.

4.4.5 **Summary for section 4.4**

The speech of Sudanese people — *Colloquial Sudanese Arabic* - contains idiomatic expressions of different kinds *{fixed collocations, sayings / proverbs, catchphrases* etc.) and these expressions are used widely by them. They are part of our subjects speech. However, multi-word verbs are few in classical Arabic thus in Sudanese colloquial Arabic. Therefore, the notion and the concept of the *multiplicity of the words of verbs* are not clear for the majority of our subjects. The researcher himself (helped by other native speakers) couldn't provide more than one or two examples of those verbal constitutions from classical Arabic. This claim is borne out by the questionnaire given to the students who were not able to give even a couple of examples of multi-word verbs in Arabic. As an example of a multi-word verb in Arabic, we can take the verbal combination 'Araagib...an' = do not like / believe in, as in the verse from Quoran *{SURAT Mary am: 46)* which has the translation:

'Art thou *shrinking from* my gods,
O Abraham?
If thou forbear not, I will indeed stone thee...."

Here, the verb *(draagib)* + the particle *(an)* have a meaning which is different if we combine the same verb with another particle e.g. (fi) it will give the opposite meaning, in this case 'like'.

4.5 SUMMARY **AND** CONCLUSION

In the present chapter, I have dealt with the linguistic aspect(s) of IEX / MWV. These multi-word lexical units have been surveyed and discussed considering the following levels: orthographical / phonological, grammatical (syntactic / morphological) and stylistic. Moreover, there has been an attempt to provide a semantic study of these 2 vocabulary components in some detail, covering the heading below:

- definition(s) of IEX / MWV and the relation between them.
- a lexico-sematnic study.

In addition to the above linguistic survey and study, we have presented, in this chapter, a contrast and comparison of these multi-word lexical items with the native speech of the Sudanese learners in terms of metaphors and proverbs, colloquial (informal) language and slang.

However, the linguistic study of IEX/MWV revealed that they have their special linguistic properties. **At the phonological level,** IEX / MWV follow the general phonological principles and rules of the English phonology with the exception of the stress and accent in some verbal combinations. They have special stress patterns as the following examples demonstrate. In normal speech particles / prepositions are not usually given stress but with phrasal verbs the particle normally receives stress. Compare

Look for that number - that's the number to 'Look for'
Call up' that number - that's the number to 'call up'

Also in respect of MWV stress, it is worth mentioning that the particle in verbal combination is normally stressed and, in final position, bears the nuclear tone, whereas the preposition in verbal constructions is normally unstressed and has the *'taiV* of the nuclear tone on the lexical verb only" He called 'up the man - the man was called 'up.

He 'called on the man - the man was 'called **on.**

As for the orthographical level, in general, idiomatic expressions and multi-word verbs confine to the *general* spelling conventions of English. However, there are some

•exceptions namely those cases where multi-word verbs are transformed to nominalized forms, adjectival forms which have varieties of spellings (hyphenated, solid form (written as one word) or unlinked forms). In nominalized forms, there is considerable difference regarding spelling and punctuation: the choice of solid (=Linked form) e.g. *flypast*, unlinked form *a look round* or a hyphenated one *a look-round.*

Regarding the nominalized form which has the pattern *particle + verb,* it is important to mention that the British and American practice is to write them fully joined as in *offprint;* while some nouns exist in two forms (linked and hyphenated) in British.

Other examples of writing conventions of multi-word verbs are:

make up (verb), make-up (noun)

break down (verb), breakdown (noun).

In adjective transform, one notes the following spelling / punctuation as they appeared in the examples below:

- He glanced through the article • The quickly *glanced-through* article...
- He eagerly looked forward to his retirement • His eagerly *looked-forward-to* retirement.

The second major section in Chapter 4, deals with the grammatical aspect of IEX / MWV. Here, an attempt has been made to provide the reader with a general description of the grammatical behaviour of these multi-word lexical items. Information about the syntax and morphology of these two vocabulary components is essential for a variety of reasons. It enables the reader to compare like with like and to build up *a general categorization of IEX / MWV.* It is also important for the reader to be able to locate and identify the exact point or points in IEX / MWV at which lexical choice can operate. The syntactic of the parts to the whole would be made explicit. And finally, how the grammar of an IEX can be altered by how idiomatic it is.

The grammatical behaviour of MWV could be summarized by presenting the following overview of the grammatical patterns in which these verbal combinations occur

as well as their transformations. MWV can function in one or more of six simple, active sentence patterns. These basic patterns can be divided into two groups according to transitivity (i.e. according to whether or not they contain a Direct Object). Intransitive sentences are labelled [V] and transitive sentences [Vn]. Within each of [V] and [Vn], the sentence patterns are further subdivided into [P], [Pr] and [P.Pr] according to whether they contain *a particle, a preposition,* or *a particle and a preposition.*

The whole system of six basic patterns can be represented schematically, and illustrated, as follows:

TABLE -3

OUP DICTIONARY OF PHRASAL VERBS' SCHEME OF THE SIX PATTERNS OF MWV

	Intransitive	Transitive
Particle	[Vp]	[Vn.P]
Preposition	[Vpr]	[Vn.pr]
Particle + Preposition	[Vp.pr]	[Vn.p.pr]

[Vp] The electricity supply *went off.*

[Vpr] We were *backing on* a change of heart.

[Vp.pr] The committee^a// *back on* an earlier plan.

[Vn.p] The awful food *turns* people *off.*

[Vn.pr] Peter *foists* all his problems *on* his unfortunate friends.

[Vn. p.pr] You can *put* the shortage *down to* bad planning.

As for the grammatical aspect of idiomatic expressions, the following point should be emphasized. The grammatical behaviour of IEX reminded us of the enormous structural variety of English expressions. The patterns deal with in this respect are found in:

- Phrase pattern - *a bargain basement, easy on the eye, in the nick of time.*
- Subject-less clause patterns - *cut one's losses, paint the town red, pay sb a compliment* and
- Simple or complex sentence patterns - *one swallow does not make a summer, give sb an inch and he (will)' II take a mile.*

This is to give but small sample of the great range of these construction(s) types. The spread is considerably, yet they can be classified under 2 general headings: *Phrase Idioms* and *Clause Idioms.* Within these major groupings are several dominant sub-categories:

...The most common *clause patterns* spanned by idioms, for instance, are the following:

TABLE-4

OUP DICTIONARY OF IDIOMS CLASSIFICATION OF THE CLAUSE PATTERNS OF IEX

Verb + complement	go berserk
Verb + direct object	ease sb's conscience / mind
Verb + direct object + complement	Paint the town red
Verb + indirect object + direct object	do sb credit
Verb + direct object + adjunct	take sth amiss

While the most commonly occurring *phrase patterns* are these:

TABLE - 5

OUP DICTIONARY OF IDIOMS' CLASSIFICATION OF THE PHRASE PATTERNS OF IEX

Noun phrase	a crashing bore
Adjective phrase	free with one's money etc.
Prepositional phrase	in the nick of time
Adverbial phrase	as often as not

In our survey of the grammatical behaviour of IEX / MWV we have also discussed the distinction between idiomatic multi-word verbs (phrasal verbs) and non idiomatic ones (literal verbal combinations) and the influence of this distinction on the grammar of MWV. The fact that a particular combination of verb + particle, for example, is idiomatic need not affect its grammar. The combination *make up* as used in *she made up her face* is quite clearly an idiom (a unit of meaning). Yet the grammar of the idiomatic *make up* is similar in many respects to the grammar of the non-idiomatic *carry away.* For instance, the *direct object* can be changed around in both cases:

She made up *her face I* She made *her face up.*

Bill carried away *the rubbish I* Bill carried *the rubbish* away.

Similarly, it is equally possible to move the particle to the front and the subject to the end of the sentence whether you use *come down* idiomatically (The prices came down / down came the prices) or non-idiomatically (The ceiling came down / Down came the ceiling).

After having provided a general linguistic survey of IEX / MWV at the phonological / orthographical and the grammatical levels, we have offered in subsequent paragraphs a treatment of the stylistic aspect of these multi-word lexical units. In these paragraphs, we have tried to provide the reader with a general description of the stylistic behaviour of idiomatic expressions and multi-word verbs of English. However, in this section, it might be useful recap the following points which will be of particular interest to advanced foreign students and teachers:

Regarding the stylistic behaviour of multi-word verbs the following points might be necessary:

- We should note that it is impossible to assign fixed stylistic values to most items which call for a marking of some kind.

  The boundary between 'formal' and 'informal' usage is constantly shifting, and the conventions observed by individual speakers and writers differ very considerably.
- It is often said that multi-word verbs tend to be rather 'colloquial' or 'informal', and more appropriate to spoken English than written, and even that it is better to avoid them and choose single-word equivalents or synonyms instead. Yet in many cases multi-word verbs and their synonyms have different ranges of use, meaning, or collocation, so that a single-word synonym cannot be substituted for a multi-word verb. Single word synonyms are much more formal in style than multi-word verbs, so that they seem out of place in many contexts, and students using them run the risk of sounding pompous or just unnatural.

  This stylistic difference between single-word verb and its equivalent multi-word verb could be shown by presenting and examining the following examples:

D Lucy was *brought up* by her grand parents and *educated* at the local secondary schools.

- What time are you planning to *turn up.* (multi-word verb: informal)

Please let us know when you plan to *arrive!* (single-word verb more formal)

Note that in the first example, *'bring up'* is mostly used for the moral and social training that children receive at home while *'educate'* is used for the intellectual and cultural training that people get at school and university.

As for the stylistic behaviour of IEX, the 2 points below could be emphasized:

- The first point focusses on the feature that proverbs and catchphrases may be structurally shortened for a variety of reasons and with a number of effects. Traditional sayings of a given structural type tend to be used in a narrow and stereotyped set of functions. Thus *a stitch in time saves nine* and *the early bird catches the worm* are typically used to comment approvingly on timely or judicious action or to reinforce a recommendation. Often it will be felt sufficient to hint at the whole by the use of a part, as in such utterances, as *'A stitch in time, you know* Sometimes, the fragment will take on a life of its own as a phrase idiom, as is the case with *an early bird.* This co-exists in present-day usage alongside the saying from which it originated.
- A second point is the creation of idiomatic expressions and the achievement of humorous effects by the manipulations of them, normally regarded as fixed calls for a degree of cultural or literary awareness possessed only by mature native speakers of the language. Consider in this respect the following catchphrases:

  The buck stops here and *if you can't stand the heat, get out of the kitchen* which were first spoken by the Late President Truman; and their association with him, combined with the vigour and freshness of his language, ensured that they were taken up and repeated more widely. As in many similar cases, both the function and form of these catchphrases are varied from time to time, as the following quotation from an article on the Vietnam war makes clear:

The harsh truth is that the buck started here (i. e. in the US) and that it stops here as well. This example of nonce variations in an expression whose original form is well-known brings us to the point that sentence idioms in particular are commonly refashioned by native speakers to achieve a variety of striking effects.

Another major concern of this chapter is a detailed semantic study of IEX / MWV. A considerable space and time have been devoted to the semantic aspect of these multi-word lexical items since idiomaticity is largely considered as a semantic matter. In dealing with the semantic properties of these two vocabulary components, we have tried to cover some basic issues such as:

- The definition(s) of IEX / MWV and the relation between them
- Meaning of IEX/MWV
- Idiomaticity or non-idiomaticity
- Collocation
- Synonyms / antonyms and other semantic relations.

For the definition(s) of IEX / MWV, let us start by those of the IEX. After examining different and various definitions of this vocabulary component, we have opted for / singled out the following ones:

The comprehensive definition which is articulated in Cowie et al. 1993:

'The best-known approach to the definition of idiomaticity, and one which linguists as well as dictionary-makers have helped to popularize, fastens on the difficulty of interpreting idioms in terms of the meanings of their constituent words. Definitions such as the following are representative of this approach:

... groups of words with set meanings that cannot be calculated by adding up the separate meanings of the parts.

... peculiarity of phraseology ... having meaning not deducible from those of the separate words ...

However, defining idioms in a way which throws emphasis on *ease* or difficulty of interpretation leaves a great deal unsaid.....

.... an approach based simply on the semantic opaqueness (or transparency of whole combinations yield a very small class of idioms. It leaves out of account, for example, an important group of expressions which have figurative meaning (in terms, of the whole combination in each case) but which also keep a current literal interpretation. Among such 'figurative idioms' are *catch fire* and *close rank.* There is other evidence, too especially the fact that a small number of words can be substituted in expressions often regarded as opaque (consider *burn one's boats* or *bridges),* that idioms are not divided as a small water - tight category from non-idioms but are related to them along a scale or continuum.

A view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related **to those of its components in a variety of ways, and must take account also of** the **possibility of internal variation, or substitution of part for part.** The application of both criteria together produces a complex categorization:

i. **Pure idioms:** Though discussions of idiomaticity at both a technical and non-technical level are usually limited to the type illustrated by *blow the gaff and kick the bucket* (surely the most often quoted idiom of *all),* idioms in the strict sense comprise only one, and certainly not the largest, a of a spectrum of related categories. Historically, pure idioms form the end point of a process by which word-combinations first establish themselves through constant re-use, then undergo-figurative extension and finally petrify or congeal.

ii. **Figurative idioms:** This category has already been identified. It is idiomatic in the sense that variation is seldom found (though note *act that part* or *role; a close, narrow shave)* and pronoun substitution unlikely (though consider *Bill had a narrow shave* and *Fred an even narrower one).* The merging of this group into that of pure idioms is illustrated by such expressions as *beat one's breast* and *(again) burn one's boats.* The literal senses of these expressions do not survive alongside their figurative ones in normal, everday use and for some speakers they

may indeed be unrelatable. For such speakers these expressions fall into the category of pure idioms.

iii. **Restricted Collocations:** In such combinations, sometimes referred to as 'semi-idioms', one word (i.e. in the case of two-word expressions) has a figurative sense not found outside that limited context. The other element appears in a familiar, literal sense (cf. the verb and noun, respectively, *in jog one 's/sb's memory* and the adjective and noun in *a blind alley).* Some members of this category allow a degree of lexical variation (consider, for instance, *a cardinal error, sin, virtue, grace),* and in this respect 'restricted' collocations resemble 'open' ones. Another point of similarity is that the 'literal' element is sometimes replaced by a pronoun'.

Cowieetal 1993

- Moreover, after considering the various definitions of idiomatic expression(s) the researcher is for Wood (1981) definition which is as follows:

'An idiom is a complex expression which is wholly non-compositional in meaning and wholly non-productive in form'. (Wood 1981:95).

In brief, the reason for this preference is that it seems comprehensive and valid. It caters for meaning and form of these expressions.

- The researcher also found Michael Wallace's (1982) definition as one of the comprehensive and working definitions:

'… However, it could be suggested that a practical definition of idiom for teaching purposes will contain three elements:

1. Idioms consist of more than one word;
2. Idioms are fixed collocations and
3. Idioms are semantically opaque'.

(Wallace 1982:118)

As **for the definition(s) of MWV, we have considered and examined a lot of definitions.**

The following seem adequate and valid:

- Oxford Advanced Learners' Dictionary Of Current English's Definition

'a simple verb combined with an adverb or a preposition, or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g., go in for, win over, blow up (OALDCE 1996:869)

- A.P. Cowie **and** tt.Mackin's **Definiion (1993)**

Under the sub-heading: What is a Phrasal Verb? Cowie and Mackin, in their 'Oxford Dictionary of Phrasal Verbs', provide the following definition:

'In English, verbs are often put together with short adverbs (or particles) as in *run back, put* (the dish) *down, warm* (the milk) *up.*

Verbs often combine with prepositions too, as in *come into* (the room), *drop* (the vase)o« (the floor), *translate* (the play) *into* (French).

All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions. (So, *put the dish down* means place the dish in a lower position). But sometimes the combinations re more difficult to understand. Look at the combination *break out* (verb+particle) as it is used in this sentence: *Cholera broke out in the north of the county.*

In this example, the verb *break* doesn't have the meaning it has in phrases like *break a window* or *break a stick.* And 'ou/' doesn't mean 'outside in the open'. The combination has to be understood as one unit of meaning ' *start suddenly or violently'.* When a verb + particle (or a verb + preposition) is a unit of meaning like this it is a phrasal verb. Sometimes you will find a verb, a particle and a preposition combining to form one unit of meaning. A well known example is *"put up with*[1] (meaning 'tolerate'). This too is a phrasal verb'.

Cowie and Mackin 1993 (3rd impr. 1994):xi.

- M.Wallace 1982

'A multi-word verb is a verb plus a particle (i.e. preposition or adverb), or, sometimes a verb plus two particles, which join to form a new structural unit. Here are some examples of multi-word verbs:

...addup, ...takeon, ...workout'.

(Wallace 1982:119)

- Oxford Advanced Learner's Dictionary of current English's definition represents one of the most adequate and comprehensive definitions of multi-word verbs:

  'a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g. *go in for, win over, blow up'.*

  (OALDCE 5th ed. 1995:869).

Concerning the relation between IEX / MWV, we have attempted to clarify it as follows:

In short, some of idiomatic expressions are multi-word verbs particularly those which are termed *phrasal verbs.* Not all idiomatic expressions are phrasal verbs: there are other different idiomatic constructions: nominal, adjectival and adverbial categories. One can say that not all idiomatic expressions are multi-word verbs (there are others as indicated above) and not all multi-word verbs are idiomatic expressions: there is another type-beside the phrasal verbs - which is *literal* or *non-idiomatic* verbal combinations.

In the discussion of **the meaning(s) of IEX/MWV,** we have repeatedly emphasized the point that these multi-word lexical items carry meaning. In this respect, I have demonstrated and shown that MWV carry meaning, in general, and *particle / prepositions,* in particular, often have meanings which contribute to a variety of verbal combinations. In English, verbs are often put together with short adverbs (or particles), as in *run back, put* (the dish) *down, warm* (the milk) *up.* Verbs often combine with prepositions too, *come into* (the room), *drop* (the vase) *on* (the floor), *translate* (the play) *into* (French). All these combinations are easy to understand, because you can work out

their meanings from those of the individual verbs and particles or prepositions (so, *put the dish down* means 'place the dish in a lower position'). But sometimes the combinations are more difficult to understand. Look at the combination *'break out'* (verb + particle) as it is used in this sentence: *Cholera broke out in the north of the country:* In this example, the verb *break* doesn't have the meaning it has in phrases like *break a window* or *break a stick.* And *out* doesn't mean *outside in the open.* The combination has to be understood as one unit, meaning 'start suddenly or violently'.

The component multi-word verbs is constantly growing and changing. New combinations appear and spread. Yet combinations are rarely made on a random basis, but form patterns which to some extent can be anticipated. Particles/prepositions often have particular meanings which they contribute to a variety of combinations and which are productive, that is, these fixed meanings (of particles / prepositions) are used in order to create new combinations.

Approaching **the lexico-semantic properties of idiomatic expressions,** we have started by discussing the following statements regarding meaning:
'If you do not know the meaning of a word or an expressions call it an idiom'.
But idiomatic expression *has meaning* and one its meaning is established an idiom is unequivocal and (provided it is used in the right context) it means the same thing to everybody. However, the reader could bear in mind the following points when approaching the lexico-semantic aspect of idiomatic expressions:

1. The meaning of an idiomatic expression is more than the aggregate of words.
2. An idiomatic expression is a mutually sense - selecting construction, where each member has a sense that is possible only in construction with another item; an expression which has a meaning different from the meanings of its constituents; semantically an idiom behaves like one lexical item but grammatically the constituents behave like common words. For example:
   Kick the bucket (die); Kicked the bucket; *Kick the bucketed.

In respect of collocation, we have mentioned that combinations of words that are natural and normal to native speakers are called collocations. The actual nouns etc. that can combine with a particular phrasal verb are called its collocates. (So *'conversation'* is one of the collocates of *'carry on').* Some of the collocates of 'carry out' are: *'experiment, test, research, investigation'* among others which can be used as direct objects of that phrasal verb. And the collocates of *'carry on'* besides *'conversation'* are *'talk', 'discussion'.* With *'carry on'* it is possible to use words that *related in meaning as 'debate'* and *'negotiations'* (both of which are types of discussion). A native English speaker will know that it is a natural and normal to say *carry out an investigation* not *'*'carry on an investigation'.* On the other hand, we normally *carry on a conversation* Not ** carry out a conversation.*

As for the collocation of IEX, we have offered the following discussion:

Here are some idioms with their meanings: *Let the cat out of the bag* (-reveal a secret); *lick someone's boots* (=humble oneself to gain someone's favour); *rain cats and dogs* (=rain heavily); *Storm in a teacup* (=fuss about something that is not really important); *Off the cuff (=not* prepared before hand).

What is it that they have in common? One could suggest that these expressions are *fixed collocations...* However, some collocations are fairly loosely related... With idioms, this freedom of collocation is much more restricted.

Using the examples we have noted, it would be odd to say:

They have let several out of bags (=revealed several secrets); *he goes about licking people's sandals; yesterday it rained dogs and cats; the teacup has just had a storm; he made an off his-cuff remarks,* and so on. Generally speaking, however, idioms operate in some ways as if they were compound words, and the number of changes that can be made are very limited.

Regarding the sense **relations** of **IEX,** we have discussed synonymy (a saving grace / a redeeming feature), antonymy (early on / latter on; by accident / by design), false friends (hold sb's hand / hold hands) and other semantic relations.

Many **multi-word verbs** have synonyms which are single words but these words are much formal e.g. bring up / educate.

Antonyms describe opposite processes such as: putting on / taking off; coming in / going out.

An important point to mention in respect of synonymy of multi-word verbs is that particle and prepositions themselves have synonyms which alternate after verbs:
Examples are:

- Synonymous particle: 'about, around / round'
- Synonymous prepositions (on, over, upon).

Idiomaticity has been touched upon briefly in this section. Clearly, the fact that very many verbs with particles or prepositions are used idiomatically is the central issue that we have to deal with in mastering this important area of the vocabulary. To highlight the distinction between idiomaticity and non-idiomaticity of English expressions, it might be useful to consider the following questions:

1. How can idiomaticity itself be recognized and defined?
   How in practice do we decide whether a particular expression is idiomatic or not?
2. Is the distinction between idioms and non-idioms clear-cut, or do the two categories shade off into each other? Where do we draw the line between idioms and non-idioms?
3. What criteria in particular must expressions satisfy to merit inclusion in idioms' dictionaries?

A view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also of the possibility of internal variation, or substitution of part for part.

Before rounding off chapter 4, we have compared, contrasted and related IEX / MWV to the native speech of the Sudanese Learners in terms of metaphors, sayings and

proverbs, colloquial (informal) language and slang. However, the discussion has led us to the following conclusion:

The speech of Sudanese people - *Colloquial Sudanese Arabic* - contains idiomatic expressions of different kinds *(fixed collocations, sayings / proverbs, catchphrases* etc.) and these expressions are used widely by them. They are part of our subjects speech. However, multi-word verbs are few in classical Arabic thus in Sudanese colloquial Arabic. Therefore, the notion and the concept of the *multiplicity of the words of verbs* are not clear for the majority of our subjects. The researcher himself (helped by other native speakers) couldn't provide more than one or two examples of those verbal constructions from classical Arabic. This claim is borne out by the questionnaire given to the students who were not able to give even a couple of examples of multi-word verbs in Arabic.

Overall, the (4) previous chapters (the introduction, the literature review, the position / status of IEX/MWV in English and the syllabuses used in Sudan and the linguistic study of these multi-lexical items) which form the first part of this study, serve as a theoretical background / framework for the empirical / practical part of this research. (Chapters five and six as well as the general summary and conclusion for the whole thesis).

CHAPTER FIVE

WHAT ARE THE PROBLEMS / DIFFICULTIES OF TEACHING/LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN SUDAN?

INTRODUCTION

In this chapter, an attempt is made to state clearly (based on the experiments) the problems and difficulties of teaching and learning idiomatic expressions and multi-word verbs of English in the context of Sudan. The data is taken from the Sudanese students' production and reception at the university level (using a pre-test). Besides the above, there are questionnaires for teachers and students. In this chapter, we shall also try to account for learners' errors (through error analysis techniques).

In general, we report an experiment in which a 100 Sudanese university students were asked to fill out a questionnaire (27 questions) as well as answer a pretest. Also, we discuss the questionnaire (18 questions) given to their teachers (50). While we acknowledge the obvious limitations of the experiment (i.e. the small number of students included and, thus, the limited corpus of the material that we had collected and analysed), the data seem to confirm our hypotheses. However, the present chapter has the following main headings:

Data Collection: discussing the design and construction, objectives etc., of the elicitation techniques used to collect the data (5.2)

Data analysis: tabulation and detailed presentation of the collected data (5.3)

Each of the above headings will cover the *three* data tools used at this stage: the teachers' questionnaire, the students' questionnaire and the pre-test. As for the post-test, it will be dealt with in the next chapter of this study (Chapter 6).

5.2 DATA COLLECTION

Introduction

In this research, information is collected before the beginning of the experiments of the study and during the different and various stages. Questionnaires are filled out and pre-test is administered to ascertain the subjects' knowledge (or lack of) idiomatic expressions and multi-word verbs of English. It is important for the reader and the researcher to be aware of the information collected, as it relates to both students' performance levels on these two vocabulary components and to their circumstances, goals and backbround as well as the general context of their teaching and learning.

In this section, we confine ourselves to the research tools used *at this stage:*

- teachers' questionnaire
- students' questionnaire
- pre-test

In what follows the process of data collection and the tools for data collection are explained and discussed in detail. Our study being the teaching and learning of idiomatic expressions and multi-word verbs of English (in the context of Sudan), information about the learners' background, what the students know (especially in respect of idiomatic expressions and multi-word verbs), what they want to know and what the program would like them to know in order to determine what to teach, the problems and difficulties they are encountering while dealing with these multi-word lexical items, curriculum, the materials they study, and the methodology that teachers use, is essential.

To elicit information from the subjects and about them - their learning styles and strategies etc., the study focuses on the following as tools to be used for collecting data.

Methods used **for data collection**

Students' and teachers' questionnaires are used to collect data as well as tests for the students.

Questionnaires

Two questionnaires were administered to:

« The students of English language at two of the Sudan universities.

t The teachers of English at all Sudan universities.

Pre/Post-test(s)

In this chapter, we shall discuss the pre-test while we will leave the post-test till chapter seven i.e. after presenting and discussing the explicit taught course on idiomatic expressions and multi-word verbs.

Justification of tools used

This research is mainly a questionnaire and test-based study.

For practical reasons, the researcher selected these two instruments (alongwith the general survey of ELT in Sudan provided in the theoretical part of this study, see Chapter 3) as devices to gather information from the subjects and about them.

Justification **for using questionnaires**

In general, the questionnaire approach was chosen for the following reasons:

It informs us directly about the students profile (background, attitude(s), preferences, opinions, learning styles and strategies...etc.

It takes less time than other instruments.

It makes the subjects more relaxed and they do not feel the pressure or anxiety of say, a recorded interview.

It gives scope for open-ended questions as well as structured ones.

It can be administered directly (individually or in groups) and can be collected immediately without delay.

It can be sent by mail to distant subjects.

Justification **for using test(s)**

The tests are used for data collection because;

• they generally focus exclusively on the students' proficiency in the language. Here, knowledge / mastery of idiomatic expressions and multi-word verbs.

• they invite candidates to display their knowledge or skills in a concentrated fashion, so that results can be graded, and inferences made from the standard of performance in the test about the general standard of performance that can be expected from the candidate, either at the time of the test or at some future time.

5.2.1 **TEACHERS' QUESTIONNAIRE: Objectives and a detailed description:**

Objectives(s)

The main objective(s) of this questionnaire is to identity the difficulties and problems of the students while learning idiomatic expressions and multi-word verbs as well as those face the teachers themselves in the course of teaching those two components of vocabulary.

It should be noted that this questionnaire serves multiple purposes (besides the one cited above): In addition to the overt purpose of finding out what are the problems / difficulties faced learning and teaching of idiomatic expressions and multi-word verbs, it also serves to awaken or bring to consciousness of the subjects, the existing knowledge and to focus attention on the topic. In detail, the main objectives behind administering the questionnaire to the teachers of English in Sudan universities were to achieve the following general purposes:

To have their opinions, on the present English course (for students majoring in English) in Sudan universities, especially the position and weightage given to vocabulary component.

To seek their views on the problems and difficulties face their students while learning idiomatic expressions and multi-word verbs as well as those confront them (themselves) in teaching these two components.

To find out how they perceive the problems and difficulties of their students in dealing with idiomatic expressions and multi-word verbs.

To have an idea of the class-room methodology they follow in teaching idiomatic expressions and multi-word verbs as well as the materials used.

To seek their suggestions as to how to improve the students' knowledge of idiomatic expressions and multi-word verbs.

To have an insight about the necessary teaching techniques / learning strategies for handling idiomatic expressions and multi-word verbs.

In sum, the teachers' questionnaire (see Appendix 3) consists of 17 questions plus an annexed section on personal, professional and academic information about the teachers. These are questions seeking information about designation (teacher name, faculty (or school), university where he is teaching), qualification / education and years of teaching / lecturing experience. However, sensitive questions like age and social status were left out of the scope of the teachers' questionnaire, since they are not relevant here. In what follows, we consider these questions in detail:

Questions 1-7

In general, the first seven questions of the teachers' questionnaire are of general nature. They are targeting the elicitation of the familiarity or non-familiarity of the teachers themselves with idiomatic expressions and multi-word verbs as well as their students in terms of notions, concepts and the necessary materials which could be used in teaching and learning of these two components. Let's take up each of them in turn in the following lines:

QI Is more or less related to syllabus / curriculum aspects: It is sought to know the teachers' areas of specialization: What language disciplines / courses they are teaching.

Q2 In the first part of this question (a) the teachers were asked to express their views on the place / status of vocabulary in the English syllabus they are dealing with. In the second portion (b) which is closely related to the first, teachers whose answers are 'No' are required to account for their discontent.

Q-3. a) Is more specific than Q2 seeking the opinion of the teachers on the position of idiomatic expressions and multi-word verbs among the other contents of vocabulary course(s) if any.

b. Aimed at eliciting the reasons for the dissatisfaction of those who opted for the answer 'No' in the above question.

Q.4. Is meant to get information indirectly about the textbooks, materials etc., by asking the teachers to list out the recent literature(s) that the have come across on the teaching / learning of idiomatic expressions and multi-word verbs which they would recommend others to use.

Q5 A direct question wanted to find out whether the 4") year students at English Departments (4^{th}, here, because it is the final or graduation year for the majority of the students and semi-final for honors students, in Sudan) are familiar with the two terms: idiomatic expressions and multi-word verbs or not.

Q6 Related to the previous question (No.5) which aimed at verifying the answers of those who selected 'Yes' by asking them to indicate whether their students could define idiomatic expressions and multi-word verbs, using a five-scale quantitative measure ranged from (all of them to none).

Q-7 This question searches to know the attitude of the students towards idiomatic expressions and multi-word verbs in terms of their incline to use them in their production (writing & speech) or the use of some avoidance strategy.

Q8 a) It is intended to identify the problems and difficulties the students are most likely to face while learning idiomatic expressions and multi-word verbs by providing the teachers with a list of some possible problems and difficulties.

They are asked to determine which of those problems and difficulties they think are liable to be met by their students.

b) The second portion (b) has the same above objective but it is an open-ended question asking the teachers to cite *other* possible difficulties and problems than those provided in (8. a) which might face their students.

Here, leaving room for teachers to add whatever problems and difficulties their students encountered in the course of learning idiomatic expressions and multi-word verbs.

Q.9 This question leads to question 10. The first portion of this question is intended to indicate / know whether the teachers consider idiomatic expressions and multi-word verbs as important areas of everyday English language use or not.

The second part of this question required a clear statement of the importance of idiomatic expressions and multi-word verbs from those who answered 'Yes' in the first part.

Q. 10. I. Is an approaching (a leading) question wanted to know how the teachers perceive and consider the claim that idiomatic expressions and multi-word verbs are one of the most difficult and problematic areas of English for the foreign learners.

Portion II of this question aimed at eliciting, from the teachers, the problems and difficulties that themselves faced while teaching idiomatic expressions and multi-word verbs. It is an open-ended question: No list of possible problems and difficulties is provided here.

Q. 11. This question is related to the two questions which follow it (12, 13). The three questions are of specific nature using a multiplicity of concrete examples to verify whether these sentences make / pose problems and difficulties for the learners or not. Here, the teacher is asked to indicate whether his students have any difficulty in understanding the multi-word verb "round off in a given context.

Q.I2 In this question it is sought to know whether the students could comprehend the multi-word verb 'put up with' in a certain context.

Ql 3 It is meant to check / show whether the students could understand the idiomatic expression 'for good' in a given context.

Q.I4 This question addressed the problems of definition(s) and concept(s) in respect of idiomatic expressions. It is a general question aiming at knowing whether the

students confuse and / or associate idiomatic expressions with proverbs and colloquial language since this association / confusion or lack of it may have its impact on the concepts / definitions of idiomatic expressions and hence their learning. That is, association / confusion may delimit the scope of idiomatic expressions - reducing the overall view of them to a sub-system.

Q.I5 This question is asked to know the teachers view on the class-room methodology used in teaching and learning of idiomatic expressions and multi-word verbs. They were required to indicate whether they agree that the best way to teach / learn idiomatic expressions and multi-word verbs is 'to treat them as new items and try to encourage the learners to guess their meaning from situation and context' or not.

Q.I6 This question related to the next one (Q.I7) since it serves as an approach for the explicit taught course in this study

In general, statements a,b,c, and d concerned with the importance of idiomatic expressions and multi-word verbs while statements e,f,g,h and i addressed the aspect of classroom methodology which could be used in teaching / learning these two components.

The teachers have to give their comments on these statements by choosing from a five-scale measure: Strongly disagree, Disagree, Not sure / Don't know, Agree and Strongly agree.

(For a detail view of these statements see appendix 3)

Q.I7 A direct question aimed at eliciting the opinion of the teachers towards introducing a separate explicit taught course on "idiomatic expressions and multi-word verbs" of English at the university level.

Those who are for including that course should answer (Yes) while those who recommended the integration of these two components in the contents of other existing course(s) (i.e., vocabulary) can respond 'No'.

THE LAST PART OF THE TEACHERS' QUESTIONNAIRE

A five-question section attached to the teachers' questionnaire to have an idea about some personal, academic and professional information including designation (1 — 3) and education and teaching experience (4 & 5). It goes without staying that this information is also important and relevant to this study since the knowledge of teachers background might highlight the teaching techniques / methods they are able to use, their mastery over the subject-matter etc.

5.2.2 **STUDENTS' QUESTIONNAIRE: Objectives and a Detailed Description:**

Objective(s)

As it was indicated earlier, our study seeks to identify and solve the problems / eliminate difficulties, face teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. The recognition of such problems and difficulties can not be realized without an effective tool / instrument which can elicit information from the learners as well as their teachers. This questionnaire, thus, should cover issues like background information (personal, academic) their views on and their perception of those problems and difficulties they encounter during learning idiomatic expressions and multi-word verbs, materials, methodology....learning styles and strategies used in learning idiomatic expressions and multi-word verbs. Though we can not claim that this questionnaire is exhaustive, a serious attempt has been made to address all the above issues.

In general, the students' questionnaire contains 27 questions (see appendix 4) the first fifteen of them devoted to the 'background profile' of the students while the remaining address issues of problems / difficulties they face (when they are coping with idiomatic expressions and multi-word verbs), classroom methodology, learning strategies used in dealing with these two components, their views on how to solve and eliminate the problems / difficulties etc.

QUESTIONS 1 - 15: STUDENTS' PROFILE

As a background (and sort of learner analysis) to the experiments in this study the first section of the students' questionnaire tried to fasten on the following variables.

It starts with questions related to the name(s) of the subjects, (for identification / designation...), age, sex, (religion), marital status, state of domicile and birth place, nationality, parents' education and occupation, mother tongue, medium of instruction at school, other languages known. . . . . and years of study of English before university.

Qs. 16-22

In general, these questions seek to elicit from the learners the problems and difficulties they face in learning idiomatic expressions and multi-word verbs.

The multiplicity and diversity of the questions as well as using concrete and clarifying examples aim at verifying the existence of these problems / difficulties instead of getting vague or mechanic 'Yes' or 'No' answers in abstract. In what follows, let's consider and describe the above mentioned questions in some details.

Q. 16 This question is meant for eliciting information about the learner attitude towards multi-word verbs i.e. the preference or non-preference: Do the learners prefer to use them in their production (speaking and writing) or use some avoidance strategy such as expressing the meaning in a different way using for instance single word verbs.

A positive attitude (preference) towards multi-word verbs might indicate that they do not pose problems and difficulties for the learner or at least this might minimize these obstacles.

However, in this question seven sentences were provided and the students are asked to choose between a pair of verbs: one is a multi-word verb and the second is a single-word verb. The options of verbs (whether single or multi-word) are mixed against each sentence to avoid mechanical and blind ticking.

Q. 17 This question is in a task form. It aims at reassuring the reader of the students' ability or lack of it in replacing the multi-word verbs with single ones. A task if they achieved successfully might give an idea about their knowledge and mastery of this difficult and complex component of vocabulary in terms of comprehension and production.

However, the multi-word verbs given in this question are of three-word type.

Q. 18 After posing the two previous operational questions (16 & 17), this question wants to know the learner general reaction / impression towards those verbal combinations in terms of the difficulty / ease of their understanding and the ability to substitute them with single-word verbs.

Qs. 19&20.

These questions focus on the oral skills (listening and speaking) in relation to idiomatic expressions and multi-word verbs.

The former is general in nature leads to the latter which is specific.

Both aim at eliciting whether the learners use and understand easily idiomatic expressions in their speech or they have problems / difficulties in dealing with them.

Q21 Considering that the absence / presence of some language terms (in L2) from / in the learner's language (Li) may have influence on their learning / teaching (transfer, development, etc) the present question targeting to detect the existence or non of idiomatic expressions and multi-word verbs in the subjects' Li.

In other words, this question wants to check the availability (or non) of these components in the students' mother tongue in order to detect the problems / difficulties for better teaching and learning.

The subjects are asked to give two idiomatic expressions and two multi-word verbs in Li and to translate them into English.

Q.22 This question is related to the previous one in the sense that the existence of idiomatic expressions and multi-word verbs in the subjects L| or the absence of them might create some problems / difficulties. However, it is a direct question listing some problems and difficulties, that might most likely face the students while learning idiomatic expressions and multi-word verbs, and asking them to indicate which of those obstacles they are actually encountering.

Q.23 It addressed issues related to classroom methodology, teaching techniques / procedures and materials trying to elicit the subjects opinions on the best methods etc. to achieve mastery over idiomatic expressions and multi-word verbs.

This has the long-term objective of devising a course on idiomatic expressions and multi-word verbs and developing appropriate and adequate materials.

Q.24 This question is meant for eliciting information regarding textbooks. In this question, the students were asked to indicate whether they are familiar or not with the literature on idiomatic expressions and multi-word verbs. A list of basic and specialized books and workbooks is provided.

Q.25 This question related to the emotive (affective) domain: the subjects are asked to express their opinion and show their attitude towards encountering and using idiomatic expressions and multi-word verbs in speech and writing.

Q.26 The students' opinions and views on some statements, regarding the importance of idiomatic expressions and multi-word verbs and their pervasiveness (existence) through English Language (and of course in many other languages), are sought. These statements deal with the importance of idiomatic expressions and multi-word verbs in every language: A command of these two vocabulary components gives students confidence. They also consider the counter-view of the importance of these two language items: that is, some of them (writers etc.) state that these two language items / components are frills (secondary).

Q.27 It is sought to know what Language and / or literature areas the students are interested in, so as to benefit from this fact / information in outlining and devising a course on "idiomatic expressions and multi-word verbs" i.e. whether one will plan the course around language items (vocabulary, grammar,...) or on literary basis for instance (fiction, dram, poetry) or other areas.

5.2.3 THE PRE-TEST: Objectives and a Detailed Description

Introduction

After devoting the previous pages to a detailed description of the teachers' and students' questionnaires, the next task will be to describe the second technique of data collection used in this research i.e. tests. Generally speaking, tests, like examinations, invite candidates to display their knowledge or skills in a concentrated fashion, so that the results can be graded, and inferences made from the standard of performance in the test about the general standard of performance that can be expected from the candidate, either at the time of the test or at some future time.

General Objectives of Tests

In general, test may be used as a means to

1. give the teacher information about where the students are at the moment to help decide what to teach next;
2. give the students (as well as others: researchers, teachers,...) information about what they know, so that they also have an awareness of what they need to learn or review;
3. assess for some purpose external to current teaching (a final grade for the course, selection);
4. motivate students to leam or review specific material;
5. get students to make an effort (in doing the test itself), which is likely to lead to better results and a feeling of satisfaction;
6. give students tasks which themselves may actually provide useful review or practice, as well as testing;
7. provide students with a sense of achievement and progress in their learning.

To the aim (s) of this study, points 1, 2, 4 and 7 above seem of some relevance.

However, in this research, tests are administered to ascertain the students knowledge (or lack of it) of idiomatic expressions and multi-word verbs as well as to detect the problems / difficulties faced their teaching and learning: They give an idea about these problems / difficulties.

Tests give the teachers / researchers information about what the students know, so that they also have an awareness of what they need to learn or review.

Tests provide an important (starting) point for data collection because they focus on the students' proficiency in the language.

TEST **CONSTRUCTION**

Test **Sources**

It is well-known practice in language teaching and testing to convert exercises into tests and vice-versa. On the basis of this fact we have made use of the exercises found in the following sources to construct the test(s) given to the subjects of this study:

- Martinet and Thomson's A Practical English Grammar: Ex. book 2,OUP
- Ronald E.Feare, 1980, Practice with Idioms, OUP

among other sources.

Test **Grammatical Categories and Items Representation**

The sub-tests deal with:

- Verbal Idioms (e.g. put on / put up with)
- Nominal Idioms: (flesh and blood)
- Adjectival Idioms (short and sweet) and
- Adverbial Idioms (for good, sooner or later)

The **multiplicity of questions / items in the pretest**

Based on the theory of sampling, the idea is that there is a large number of items that could have been included in a test of English. . . .

Any particular test is going to include only a small proportion of these items - the items actually included is a sample of the population of possible items.

However, the multiplicity of the questions and items in the pre and post-tests of this study is a remarkable characteristic which is due to the nature of vocabulary (in terms of quantity / quality): vocabulary size and vocabulary depth.

This fact when applied while devising a test on the students' proficiency on the present two vocabulary components (idiomatic expressions and multi-word verbs) could be supported by quoting, from Oxford Dictionary of Phrasal Verbs 1994: p.422, the following:

> 'Knowledge of a *wide range* of idiomatic expressions, and the ability to use them appropriately in speech and writing, are among the distinguishing features of a native-like like command of English'.

Some points to be mentioned and emphasized before giving a detailed description of the pre-test used in the research are :

1. In constructing the pre-test (and the post-test) we retain the same format for both of them: They are parallel in numbers of questions and items but with some difference in the vocabulary items in terms of selecting idiomatic expressions and multi-word verbs, which are not included in the one test for instance.

   In other words, in pre and post-tests we used the same yard-stick with different flavour and colour, i.e. the one is *alternate* for the other.
2. The second is that this test is drawn mainly on Ronald E.Feare 1980, Practice with Idioms, OUP and J.Martinet and A.V.Thomson , a Practical English Grammar esp. Ex. Book 2.

Data Collection (tools)

A detailed description of the pre-test (for the whole pre-test see appendix.5).

The present test consists of five sub-tests: These are:

1. a. gap-filling (passage completion), b. transformation
2. Substitution
3. Error(s) identification / recognition (correct / incorrect)
4. Multiple-choice items
5. a. sentence writing, b. paraphrasing / rewriting.

Test-Types: Elicitation Techniques

The pre-test items which were given to the subjects of this study can be classified into:

- Gap filling / passage completion (Q. 1 .a)
- Transformation (from active to passive and from multi-word verb to derived - noun forms) (Q. 1 .b)
- Substitution (Q.2)
- Error(s) recognition / identification (Q-3)
- Multiple-choice items (Q-4)
- Sentence writing (Q.5.a)apd
- Paraphrasing / rewriting (of short text: paragraph) (Q.5.b)

In what follows, an attempt is made to describe and account for choosing these elicitation techniques rather than others. The reader is also reminded that since idiomatic expressions and multi-word verbs are basically vocabulary components, the principles and techniques applied for vocabulary testing are used here. A brief look at these techniques should reveal the following types: see Penny Ur 1996: 69-73 under: Vocabulary Testing Techniques.

'Multiple choice, matching, odd one out, writing sentences, dictation, dictation-translation, gap-filling / gap-filling with a 'pool' of answers, translation, sentence completion....etc'.

Question **one**

Passage **Completion** : blank-filling.

This sub-test is basically testing vocabulary. It focused on the receptive skill understanding of a passage. The task is a gap-filling by choosing, from a given list of 20 - multi-word verbs, the suitable ones.

To illustrate let us take as an example the first paragraph of the passage and the accompanied instruction.

Rubric (instructions):

Complete the passage choosing the suitable 'multi-word verbs' from the following list (the 20 blanks should be filled by all the 20 - multi-word verbs given in the list) (here, we provide only some verbs from the list) : Put up with, give up, carry out, etc.

Extract from the passage:

'When war broke out William Smith was called up. He didn't exactly jump at the chance of being a soldier, but he hadn't any choice in the matter. He never really 1_____being a soldier. He learnt to 2_____his rifle and his uniform and to 3_____orders, but it did not interest him very much and he was glad when peace was made and he was demobilized.

(NB: This adapted extract is from: Thomson and Martinet: A practical English Grammar, Ex.book 2: For the full text see appendix 5.)

Q. One b

The passage completion question is followed by what we can describe, more or less, as a grammatical sub-test. It is a transformation task. The participants are asked to transform:

- active into passive (5 items) and
- verb forms into noun forms: nominalization (5 items)

The main objective of this sub-test is to know whether the subjects can carry out structural change or not (transformation.).

As examples of active - passive transform we found:

2. His daugther always looked after him when he was ill.

3. They have let the cat out of the bag.

For nominalization, we took the following as illustration:

2. The supply of food has broken down.

5. Our plane took off very smoothly.

Question Two: Substitution

This substitution sub-test is mainly vocabulary in nature.

The students were given 40 sentences, including underlined 40 idiomatic expressions, and they were asked to give their meanings, in the given spaces, by choosing from a list of 40 items. The objective is to test the students comprehension of various and different idiomatic expressions (including verbal idioms = phrasal verbs) and, then, their ability to substitute them with other equivalents.

Sample of **definitions / synonyms provided in the list:**

- helped...to get over
- discuss angrily with
- Forever
- informal conversation
- to use for one's personal benefit
- final annoyance
- have trust in
- tolerate
- generally

Examples **from sentences in question** 2 **are:**

1. For three days the wind blew hard and strong, but on the fourth day it died down.

2. Please hold on; I'd like to ask a question before you continue your lecture.

20. I was very concerned about my problems; I had them on my mind all the time.

30. When I said liked her dinner, which really was terrible, I told a white lie because I didn't want to hurt her feelings.

39. John finally was able to quit smoking for good; he'll never touch another cigarette.

40. By and large. Tom is an easy going person in almost everything he does.

Question Three: Errors Identification / Recognition

This simple task required the testees to indicate which sentences are correct and which are not i.e. to distinguish or discriminate between wrong and right sentences.

It consists of 40 items and the participants had to mark the correct answers by (*) and cross (X) the wrong ones.

This sub-test is mainly grammatical in nature since it aims to test the students knowledge of the grammatical behaviour of idiomatic expressions and multi-word verbs: (adverb positioning in relation to verbal idiomatic expressions, particle / preposition, no object, pronoun...etc in relation to multi word verbs as well as inflection and number: singular / plural, and word order = internal arrangement of idiomatic expressions. The wording of the instructions of this question is as follows:

Which of the following sentences are correct and which are not: indicate your answers by ticking (*) the currect sentences and crossing (X) the wrong ones, in the given boxes.

NB: since the testees had to respond either correct or incorrect they might get 50% choice of guessing the correct answer(s). However, no attempt is made here to cater for this chance factor in marking by substracting or other means, i.e. penalize the wrong responses by subtracting more than *Vz* mark.

Some examples from the sentences in Q. 3 are:

1. The student got ahead his school.
2. The student got ahead in school.

20.I carefully kept eyes on the child.

21.I kept careful eyes on the child.

3O.The car suffered a lot of wear and tear.

31.The car suffered a lot of tear and wear.

4O.Day out and day in, Bob stays at home.

Question **Four: A multiple choice sub-test**

This question focussed on semantic aspects as well as grammatical issues. The objective is to test the students ability to complete given sentences by choosing the appropriate and suitable idiomatic expressions (including verbal idioms) in terms of vocabulary and

grammar, correct meaning and use (comprehension task). 40 items are provided with four options against each sentence.

The rubric of this sub-test is as follows:

Choose the idiomatic expression, which has the best meaning in the context below, by drawing a circle round the letter of the correct answer.

Some examples of question 4 are:

1 An elephant in a circus really,.....

•t. falls through

{r. shows up

c stands out

<J. stands in

6. It's hard to.....in a car when the streets are very crowded.

a., get ahead

IT. go through

c. get around

<>• get through

30. The sixth time he called me at midnight was the .....

i. lost cause

ir- last straw

c- hot air

d. big shot

40. At first I accepted his suggestion, but later I had.....about it.

«• second thoughts

fr- heart and soul

c- small talks

A. neck to neck

Question Five

a. Sentence Writing

This task is vocabulary and grammar in nature: it tests meaning and form.

It deals with reception skill(s) (comprehension of a sentence) then production (writing a sentence) by answering open-ended questions which are limited by situations and contexts: The answers to these questions should include sentences using idiomatic expressions (verbal combinations and others). The explicit / main objective is to produce meaningful, grammatical sentences containing idiomatic expressions.

In detail, we can say the objective of the present sub-test is 3-fold:

1. Identification of the idiomatic expressions (verbal and others): (receptive skill).
2. Comprehension of question or statement (receptive skill)
3. Production / writing of a sentence (productive skill) using semantic and grammatical rules

30 items are given including questions of general nature: required simple general knowledge related to the students' activities and everyday life and experience.

The instruction given is as follows:

Answer each question or statement by using the idiomatic expression in a meaningful grammatical sentence. The testees, of course, have to detect / identify the idiomatic expression in question then provide the necessary responses.

Some examples of this question are given below:

1. When might you wish that some noise would die down?
2. To get ahead in life, what do you have to do?

20. When would a person have to get something off his chest?

30. Why is it necessary to study vocabulary time and again?

Question Five B:

Paraphrasing /Re-writing

This is a paraphrase (re-writing) sub-test testing receptive skills (comprehension of the passage) as well as productive skills (re-writing the paragraph).

A paragraph of eight sentences is provided containing highly idiomatic colloquial English. The main objective is testing the students' ability to comprehend informal idiomatic language and change it into another variety (ordinary style) using other words and expressions, sentences patterns etc. In other words, this task addressed the interpretation and production aspects as well as the stylistic issue. Since it is a short passage we cite the whole paragraph as an illustration:

> *'Sam is a real cool cat. He never blows his stack and hardly ever flies off the handle. What's more, he knows how to get away with things.... Well, of course he is getting on, too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him'.*

5.3. DATA ANALYSIS

In this section, we will analyse, present and tabulate the data collected in this study, under the following sub-headings:

- teachers' questionnaire
- students' questionnaire
- pre-test

5.3.1 Teachers' questionnaire

5.3.1.1 A Detailed Analysis

After describing the teachers' questionnaire and stating clearly its objectives, under the heading 'data collection', we shall analyse this questionnaire in this sub-section.

Q 1. On the area(s) of specialization of the teachers.

In this leading (introducing) question (since it serves as an approach to what follows esp. question 2), the English teachers at Sudan universities were asked to indicate their areas of specialization: What courses they are teaching.

A list of language disciplines was given to the informants and they were asked to tick the relevant areas (of course, they can tick more than one option).

TABLE-6

TQNN: Q.I THE TEACHERS' AREAS (LANGUAGE DISCIPLINES) OF SPECIALIZATION

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Language:		
- grammar	35/50	70%
- pronunciation	10/50	20%
- vocabulary	25/50	50%
Linguistics	25/50	50%
Applied Linguistics	25/50	50%
ELT	20/50	40%
Literature	10/50	20%

Table 6 states that the teachers who responded to the questionnaire have the following language disciplines as primary speciality. They are presented below in order of priority of choice:

- Grammar
- Vocabulary, Linguistics and Applied Linguistics
- ELT
- Literature
- Pronunciation

In the above list, grammar tops the options with 70% and pronunciation comes at the bottom (20%). Vocabulary shares with Linguistics and Applied Linguistics the second place (50%) which could mean that it is an area of concern and attention.

Note: Since the respondents were asked to select more than one area, the percentage adds up to more than 100.

Q.2. a) On the place / status of vocabulary course(s), if any, in English syllabus in Sudan Universities.

The teachers are asked in this question to express their views on the emphasis / weightage given to the vocabulary course(s), if any, in the English syllabus they are dealing with, indicating whether they are happy or not by selecting from three options: Yes, No, To some extent.

TABLE-7

TQNN: Q.2.a THE TEACHERS' OPINION(S) / VIEW(S) ON THE EMPHASIS / WEIGHTAGE GIVEN TO THE VOCABULARY COURSE IN THE ENGLISH SYLLABUS IN SUDAN UNIVERSITIES.

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Yes	5/50	10%
No	35/50	70%
To some extent	10/50	20%

Table 7 reveals that the majority of the respondents (70%) are not happy with the emphasis / weightage given to the vocabulary courses in the English syllabuses they are dealing with.

Only 10% of the teachers are happy with the status of vocabulary. The remaining (20%) are content to some extent with the place of vocabulary in these syllabuses.

Q.2.b

On the cause(s) of the discontent (unhapiness) of teachers in respect of the vocabulary course(s) status in English syllabus.

The second part of question 2, which is an open-ended question, required the teachers who opted for the answer 'No' in question 2.a to account for their discontent. See Table 8.

TABLE -8

TUNN: Q.2.b THE CAUSES OF THE DISCONTENT WITH THE VOCABULARY STATUS IN THE SYLLABUS

CAUSES GIVEN	NUMER OF RESPON-DENTS (PROVIDERS)	PERCENTAGE
It is not given the importance and concern it deserves.	**I0/*35**	28.6%
It is neglected and marginal area.	10/35	28.6%
It is not related to the other skills especially reading.	5/35	14.3%
Vocabulary is considered and taught in isolation.	5/35	14.3%
Others	5/35	14.3%

(* In the previous question 35 teachers say 'No. The percentage is calculated on the basis of this number).

Table-8 accounts for the unhappiness of the 35 respondents (70%) who expressed their dissatisfaction in the previous question (2.a). It lists some of the causes given by the teachers who answered by choosing the option 'No'.

Q. 3. a.

On the position (place) of Idiomatic Expressions and Multi-Word Verbs among the other contents of vocabulary course(s).

Here, the informants were asked to indicate / express their views (satisfaction / dissatisfaction or others) on the status of idiomatic expressions and multi-word verbs in vocabulary course(s). three options are provided: Yes, No, and To some extent. See Table-9

TABLE - 9

TQUNN: Q.3.a THE TEACHERS' VIEW(S) ON THE STATUS OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS IN THE VOCABULARY COURSE(S)

RESPONSES	TOTAL RESPONSES	PERCENTAGE
Yes (satisfaction)	5/50	10%
No (dissatisfaction)	40/50	80%
To some extent	5/50	10%

Table-9 exhibits the teachers' views on the status of idiomatic expressions and multi-word verbs in the vocabulary courses they are dealing with. 80% of the informants expressed their dissatisfaction with the position of IEX and MWV in these courses. Only 10% of the teachers are satisfied with the status of these larger lexical units in the vocabulary courses. The remaining (10%) are content to some extent with the place of these multi-word lexical items among the other components of vocabulary courses.

Q.3.b

On the reasons of the dissatisfaction of some teachers with Idiomatic Expressions and Multi-Word Verbs status in vocabulary course(s).

This question is closely related to the first portion of question 3 (a).

Teachers who selected the answer 'No' are asked to give the reasons for their dissatisfaction with the position of idiomatic expressions and multi-word verbs. See Table-10.

TABLE-10

TQNN: Q.3.b THE REASONS OF THE DISSATISFACTION OF SOME TEACHERS WITH IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS STATUS IN VOCABULARY COURSE(S).

REASONS GIVEN	TOTAL RESPONDENTS	PERCENTAGE
No separate course to deal with IEX / MWV.	*20 / 40	50%
No special attention and concern are given to the problems / difficulties of IEX / MWV.	10/40	25%
They are considered and taught as the other vocabulary components regardless of their particularity (i.e. multi-word lexical items).	10/40	25%

* 40 answered 'No' in Q 3.a

Table-10 mentions the reasons given by the teachers who expressed, in the previous question, their dissatisfaction with the status of IEX and MWV in the vocabulary courses.

40 teachers (80%) opted for the alternative 'No' in question 3.a: They are dissatisfied with the place of these lexical items in the vocabulary courses.

10 out of them (25%) supplied the reason: No special attention and concern were given to the specific and potential problems / difficulties of these interesting but overlapping area of vocabulary.

Q. 4 On the familiarity / non-familiarity of the teachers with the relevant literature of teaching / learning of Idiomatic Expressions and Multi-Word Verbs.

The respondents were asked to mention the recent literature on the teaching / learning of idiomatic expressions and multi-word verbs they have come across (See table 11.)

TABLE-11

TQNN: Q.4 THE FAMILIARITY OR NON-FAMILIARITY OF THE TEACHERS WITH THE RELEVANT LITERATURE OF TEACHING / LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

BOOKS/REFERENCES/TEXTBOOKS ETC MENTIONED	RESPONDENTS	PERCENTAGE
-	0/50	0%
-	0/50	0%
-	0/50	0%

Table-11 shows the familiarity / non-familiarity of the teachers with the relevant literature of teaching / learning of idiomatic expressions and multi-word verbs.

No teacher was able to mention a single book, reference, etc.

This is a clear indication that the teachers themselves are ignorant of the up-to-date treatment of these vocabulary components.

Q.5 On the students' familiarity / non-familiarity with (the terms) Idiomatic Expressions and Multi-Word Verbs.

It is a direct question focuses on the familiarity or non-familiarity of the students in the fourth year (since it is the final year or semi-final for honors students) with the terms 'idiomatic expressions and multi-word verbs'. Only two options 'Yes / No' are given. See Table 12

TABLE - 12

TQNN:Q.5 THE STUDENTS'FAMILIARITY OR NON-FAMILIARITY WITH THE TERMS: IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

RESPONSES	TOTAL RESPONSES	PERCENTAGE
Yes	16/50	32%
No	34/50	68%

Table-12 points out whether the 4th year students at the university level are familiar with the 'terms' idiomatic expressions and multi-word verbs or not.

The teachers' feedback on this issue reveals that only 16 out of the 50 teachers (32%) believed that their students are familiar with these terms while the majority (34 teachers / 68%) claimed that their learners are not conversant with them.

Q. 6 On what portion of the students can define 'Idiomatic Expressions and Multi-Word Verbs'.

This question posed to reconfirm the answers obtained in question 5; the teachers were asked to indicate (quantity-wise) the ability of the students to define these two components on a 5-scale grading measure. This ranges from (all - none). See Table-13

TABLE-13
TQNN: Q.6 WHAT PORTION OF THE STUDENTS CAN DEFINE IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS.

OPTIONS GIVEN / SCALE	TOTAL RESPONSES		PERCENTAGE
- All of them can	3	*16	18.75%
- Some of them can	3	16	18.75%
- Only a few can	3	16	18.75%
- None can	5	16	31.25%
- Not sure	2	16	12.50%
Total	16		100%

* 16 who answered ' Yes' in Q 5.

Table-13 specifies the proportion of the students who can define idiomatic expressions and multi-word verbs. It is important to recall that in the previous question (Q.5), 16 teachers (32%) responded by saying that their students are familiar with the terms IEX and MWV. A breakdown of the answers of the teachers who claimed that their students are conversant with these terms is as follows:

- 3 out of the 16 respondents (18.75%) stated that *all* of their learners can define IEX and MWV.
- The same number of teachers (18.75%) said that *some* of them can.
- Other three respondents (18.75%) mentioned that *only* a few can.
- A considerable number (5 teachers): 31.25% declared that *none* of their students can.
- And, finally 2 informants (12.50%) are not certain about what proportion of their students can define these multi-word lexical units.

Q. 7 On the Students' attitude towards Idiomatic Expressions and Multi-Word Verbs: (use / avoidance).

This question targets detecting the attitude of the learners towards idiomatic expressions and multi-word verbs in terms of use / avoidance.

Two specific alternatives are given and the informants have to decide whether the learners are inclined to use idiomatic expressions and multi-word verbs in their production (writing and speech) or they steer clear away from them. See table 14.

TABLE-14

TQNN: Q.7 THE STUDENTS' ATTITUDE TOWARDS IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS: (USE OR AVOIDANCE)

OPTIONS/ALTERNATIVES	TOTAL RESPONSES	PERCENTAGE
- Use idiomatic expressions and multi-word verbs in their writing and speech.	10/50	20%
- Use some avoidance strategy i.e. such as expressing the meaning in a different way.	40/50	80%

Table 14 tells us about the students' attitude towards IEX and MWV.

It shows that 80% of the subjects steer clear away from these multi-word lexical items and try to express the meaning in a different way (avoidance strategy) while 20% of them claimed that they preferred to use them in their writing and speech.

This is a clear indication that the majority of the students preferred using alternatives to these multi-word lexical units i.e. using for example single-word verbs.

Q. 8.a On some problems / difficulties in learning Idiomatic Expressions and Multi-Word Verbs.

In this part of question 8, the teachers are given a list of some possible problems and difficulties that are most likely to be faced by their students while learning idiomatic expressions and multi-word verbs. See table 15

TABLE-15

TQNN: Q.8.a SOME PROBLEMS / DIFFICULTIES FACING THE STUDENTS IN LEARNING IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS.

PROBLEMS / DIFFICULTIES GIVEN	TOTAL RESPONSES	PERCENTAGE
- The use of the wrong particle and /or preposition with the verb : collocation.	48/50	96%
- Not being able to understand the multi-word verbs which are also idioms.	40/50	80%
- Generally, problems arising from the special nature of multi-word verbs: their difficult structural patterns (e.g. with pronouns), their special stress patters and so on.	43/50	86%

Table-15 focuses on three specific problems / difficulties facing the students in learning IEX/MWV.

The teachers' opinions regarding these obstacles are as follows:

- 96% of teachers opted for 'The use of the wrong particle and / or preposition with the verb: a collocation problem'.
- 80% of them ticked the 2nd alternative in the list:
  'Not being able to understand the multi-word verbs which are also idioms'.
- 80% voted for the option:
  'Generally, problems arising from the special nature of multi-word verbs: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.

Note: Since the respondents could tick, in this question, more than one option, the percentage exceeds 100.

Q. 8 b. On other problems and difficulties, listed by the teachers, from their experience, that encounter students while learning Idiomatic Expressions and Multi-Word Verbs.

This part of question 8 leaves room for teachers to list (out) some of the problems and difficulties, other than those provided in the first portion of the same question, met by their students while learning idiomatic expressions and multi-word verbs. The source(s) of these problems / difficulties are the teachers observation and their own experience. However, for practical reasons (space constraints) space is provided only for four examples. See Table 16.

TABLE-16

TQNN: Q.8.b OTHER PROBLEMS / DIFFICULTIES ENCOUNTER THE STUDENTS WHILE LEARNING IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS.

PROBLEMS AND DIFFICULTIES CITED	TOTAL RESPONSES	PERCENTAGE
a. The scarcity of MWV in the Li of the students, thus a concept problem.	40	80%
b. Absence of IEX / MWV in the syllabus used in Sudan: A problem of awareness and attention.	42	84%
c. Students are not equipped with the necessary skills, strategies etc., for guessing the meanings of new lexical items.	25	50%
d. The limited exposure to the target language and, hence, practice.	27	54%

Table 16 lists some of the problems / difficulties (other than those cited by the reseacher in question 8.a) provided by the teachers on the basis of their teaching experience...etc. encountering their students while learning IEX / MWV.

1he instances below are supplemented by the informants:

t The scarcity of MWV in the L] of the students (Arabic).

- The majority of the teachers were of the opinion that the problems / difficulties of the Sudanese university students of English are related to the absence of IEX / MWV from the syllabus used in Sudan.
- Most of the teachers admitted that the (Sudanese) learners are not equipped with the necessary strategies / skills for guessing the meanings of unknown lexical items.

Q. 9. A. On the Importance of Idiomatic Expressions and Multi-Word Verbs in everyday English language use.

With a view to prepare the ground and approach the issue / task of devising a course on idiomatic expressions and multi-word verbs, the present question sought the teachers perception of these two components of language i.e. whether they are important or not.

TABLE-17

TQNN:Q.9.a THE IMPORTANCE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS IN EVERYDAY ENGLISH USE.

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Yes	50/50	100%
No	0/50	0%

Table 17 clarifies the respondents evaluation of IEX / MWV i.e. Are they important in everyday English use? In their responses to this question, all the 50 - teachers agreed that these 2 vocabulary components are important in everyday English use.

Q.9.b. The second part of question 9 is a complementary and specific one demanding clear statement of this importance for the foreign learners from those who responded 'Yes' in the first part.

TABLE-18

TQNN: Q.9.b CLEAR STATEMENT OF THE IMPORTANCE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS FOR THE FOREIGN LEARNER.

ANSWERS PROVIDED BY THE TEACHERS	TOTAL RESPONSES OF WHOSE ANWERS ARE 'YES'	PERCENTAGE
a. They are essential in understanding and using the target language, especially the social and everyday interaction.	30/50	60%
b. They approximate the foreign language learner command to that of the native speaker.	32/50	64%
c. Knowledge and use of IEX / MWV easify communication and develop fluency of the learner.	37/50	74%

Table-18 elaborates the informants' responses in question 9.a by supplying specific statements of the importance of IEX / MWV for the foreign learner.

In the previous question, all the teachers claimed that these 2 lexical items are crucial in everyday language practice.

As a justification for their replies they offered the following instances:

- They are essential in the comprehension and the use of the language in the social and everyday interaction.
- The command and mastery of these multi-word lexical items enable the learner to approximate the native speaker competence / performance.

- Knowledge and use of IEX / MWV easify communication and develop fluency of the learner.

Q.I O.I On the claim that Idiomatic Expressions and Multi-Word Verbs are one of the most difficult areas of English for the foreign learners.

In this part of question 10, the informants are asked to respond (react) to the statement that 'idiomatic expressions and multi-word verbs are one of the most difficult areas of English for the foreign learner'. In other words, this question considers the difficulty or ease of idiomatic expressions and multi-word verbs for the foreign learners.

However, two alternatives are provided : Yes /No. See Table 19.

TABLE-19

TQNN: Q.I O.I THE DIFFICULTY OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS FOR FOREIGN LEARNERS.

OPTIONS / ALTERNATIVES	RESPONSES	PERCENTAGE
Yes	48/50	96%
No	2/50	4%

Table-19 provides the teachers' views on the claim that IEX / MWV are 'one of the most difficult areas of English for the foreign learner'. 96% of the respondents are for this belief while the rest (4%) are against.

10. II. On the problems and difficulties the teachers themselves have / faced while teaching Idiomatic Expressions and Multi-Word Verbs.

This is an open-ended question (but with a limited number of spaces, 3 only, for practical reasons) in which the teachers are asked to (list) mention some problems and difficulties they themselves faced while teaching idiomatic expressions and multi-word verbs.

See Table 20.

TABLE-20

TQNN: Q. 10.11 SOME OF THE DIFFICULTIES AND PROBLEMS OF TEACHING IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

DIFFICULTIES / PROBLEMS PROVIDED	TOTAL RESPONDENTS	PERCENTAGE
Less attention paid to these multi-word lexical items in the English syllabus they are dealing with	20/50	40%
The learners faulty definition / perception of IEX/MWV	10/50	20%
The students' poor knowledge of the skills of guessing the meaning from context.	10/50	20%

Table-20 informs us about the difficulties / problems the teachers themselves faced while teaching IEX / MWV.

The instances, provided here, are given by the teachers on the basis of their experience.

11. On understanding a 2-word verb in context:

This question is more or less continuation of the previous questions: (9, 10) since it seeks more confirmation and illustration of the problems and difficulties stated thereof.

The teachers are asked to indicate whether their students, while reading a book or a newspaper containing a sentence with a 2 - word verb, have any difficulty in understanding this verbal combination which at the same time is an idiomatic expression. They have to choose from three alternatives: Yes, No and More or less.

TABLE-21

TQNN: Q.I 1 THE UNDERSTANDING A 2-WORD VERB IN CONTEXT.

ALTERNATIVES	TOTAL RESPONSES	PERCENTAGE
Yes	35/50	70%
No	5/50	10%
More or less	10/50	20%

Table 21 tells us about the students' ability to understand a 2-word verb in context, namely, the verbal combination *'round off".*

70% of the teachers responded that their students experienced difficulty while meeting that verbal construction in context.

10% claimed that their learners are able to comprehend the above mentioned verbal combination in the given sentence.

20% are uncertain about their students' ability in understanding the meaning of the MWV in question. Their students faced relative difficulty in comprehending the multi-word lexical item.

Q. 12 On the comprehension of a 3 - word verb in a certain context.

It is the same as Q. 11 above but here the question fastens on a 3 - word verb (verb + particle + preposition).

Again, the respondents have to select from the three following options:

Yes, No and More or less. See Table 22 below

TABLE-22

TQNN: Q.12 THE COMPREHENSION OF A 3-WORD VERB IN A CERTAIN CONTEXT

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Yes	30/50	60%
No	10/50	20%
More or less	10/50	20%

Table 22 exhibits the teachers' evaluation of their learners' ability in deducing (inferring) the meaning of a 3-word verb in a certain context. (Here, the verbal combination is: *put up with).*

60% of the teachers claimed that their students were capable of understanding a 3-word verb in context. 20% stated that their learners were not able to comprehend that verbal construction in the given sentence. The same number (20%) said that they were not sure about the subjects' ability in arriving at the meaning of the MWV.

Q. 13 On Understanding an Idiomatic Expression in a certain Context.

The language item on which this question is focussed is an idiomatic expression (namely, for good).

The teachers are required to indicate whether their students can understand the expression in a defined context. They have to opt for one of the following alternatives:

Yes, No, and More or less.

TABLE-23

TQNN: Q.I3 UNDERSTANDING AN IDIOMATIC EXPRESSION IN CONTEXT

ALTERNATIVES	TOTAL RESPONSES	PERCENTAGE
Yes	40/50	80%
No	6/50	12%
More or less	4/50	8%

Table-23 reveals the teachers' estimation (judgement) of the students' ability in understanding an idiomatic expression in a certain context (namely.ybr *good).*

80% of the teachers claimed that their students could understand the IEX *for good* in the provided sentence. 12% said that the learners were not able to comprehend the meaning of the given IEX. The remaining of the respondents (8%) are uncertain about the subjects' knowledge of the sense of the expression in the given utterance.

Q. 14. On the Students' Perception, Definition...etc of Idiomatic Expressions: associating / confusing Idiomatic Expressions with Proverbs and Colloquial language.

Generally speaking, the problem addressed in this question related to those dealt with in questions 8, 11, 12, 13 since they deal with specific, concrete and detailed examples (instances) of the problems / difficulties that face the learners. The present question tried to tackle a general problem / difficulty (regarding the concepts and definitions of idiomatic expressions) that faced the students when dealing these expressions. In short, the teachers are asked to indicate whether their students associate / confuse idiomatic expressions with proverbs and colloquial languages since there is a misconception that idiomatic expressions are proverbs and only are in colloquial language.

TABLE-24

TQNN: Q.14 THE STUDENTS' PERCEPTION, DEFINITION....ETC OF IDIOMATIC EXPRESSIONS

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Yes	37/50	74%
No	3/50	6%
More or less	10/50	20%

Table 24 presents the teachers' views on the students' definition and perception of IEX., i.e. it explains whether the learners confuse IEX, for example, with proverbs and colloquial language or not. 74% of the teachers confessed that their learners confused IEX with proverbs and colloquial language. Only 6% claimed that their students did not mix up these multi-word lexical items with proverbs and colloquial language. 20% of the informants responded by saying that their students relatively associated IEX with sayings and special varieties of language.

Q. 15. On the best Way to teach / learn Idiomatic Expressions and Multi-Word Verbs: Classroom Methodology and Procedures / Techniques etc.

This question aimed at getting the teachers opinion(s) on the direct classroom methodology, learning styles / strategies and teaching techniques required in teaching and learning of idiomatic expressions and multi-word verbs.

The informants are asked whether they agree or not that the best way to teach / learn idiomatic expressions and multi-word verbs "is to treat them as new items and try to encourage the learners to guess their meaning from situation and context".

They have to indicate their opinions by selecting one of the following alternatives: Yes, No and To some extent.

TABLE - 25

TQNN: Q.I5 THE BEST WAY TO TEACH AND LEARN IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS:CLASSROOM METHODOLOGY

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Yes	50/50	100%
No	•/50	0%
To some extent	-/50	0%

Table-25 summarizes the teachers' reactions on the suggestion that *the best way to teach / learn IEX and MWV is to treat them as new items and try to encourage the learners to guess their meaning from context and situation.*

All the respondents agreed to the classroom methodology, procedures and techniques proposed in the above statement.

Q. 16. (Statements a, b, c and d)

On the Usefulness / Importance of Idiomatic Expressions and Multi-Word Verbs.

Regarding the first four statements in this question, the teachers are asked to comment on the utility and importance of idiomatic expressions and multi-word verbs by ticking their options from a five-scale categorization: Strongly disagree, disagree, not sure / don't know, agree and strongly agree.

Table 26 (statements a - d) presents the teachers' comments on a set of statements regarding the usefulness / importance of IEX / MWV.

The responses to statement 'a' are as follows:

The 50 teachers (100%) strongly agreed to the utility of making use of items already established in language to express new meanings.

The same reaction *(strongly agree .j* was made by all the respondents for statements b andc.

As for statement 'd' the lecturers opinions spread as below:

The majority (82%) strongly agreed that non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.

The rest of the respondents (18%) are either ignorant *(don't know)* of the learners strategy or are uncertain about it *(not sure).*

TABLE - 26

STATEMENTS A- D:

TQNN: Q.16.I THE USEFULNESS / IMPORTANCE OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

Statements	SDAG		DAG		NS/DK.		AG		SAG	
a. The possibility of using the same word/language item with different particles or / and prepositions or words that have already established meaning to form / express new meanings make the processes of information retrieval, recalling the lexical items at will, etc, much easier.	0	0%	0	0%	0	0%	0	0%	50	100%
b. There is a frequent demand from those possessing the knowledge of EFL that they must have command of IEX and MWV in real life situations.	0	0%	0	0%	0	0%	0	0%	50	100%
c. It is important to change the view which is based on the hypothesis that mastering of IEX and MWV could be restricted only to the native speakers.	0	0%	0	0%	0	0%	0	0%	50	100%
d. The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.	0	0%	0	0%	9	18%	0	0%	41	82%

KEY:

SDAG = Strongly Disagree DAG = Disagree NS/DK = Not Sure/Don't Know
AG = Agree TR = Total Responses SAG = Strongly Agree

Q. 16.11. Statements e, f, g, h, and i on the Teachability and learnability of Idiomatic Expressions and Multi-Word Verbs.

Statements f, g, h and i of this question addressed some issues related, more or less, to classroom methodology, learning styles / strategies and teaching techniques / procedures. Table 27 (Statements e - i) shows the teachers' reaction towards the statements dealing with classroom methodology, techniques / strategies, procedures etc.:

Statement 'e' :50% of the teachers strongly agreed with the statement that 'If a teacher / lecturer decides to cover the meaning aspect of MWV systematically the best strategy is probably to concentrate on the particle'. 40% agreed and 10% are not sure / don't know. Since particle(s) have meanings to contribute to the whole verbal constructions, the proposed strategy is welcomed by the majority of the teachers.

Statement T received the following feedback:

All the 50 teachers are against the grouping of IEX together and teaching them together simply because of some words they have in common: 74% of them strongly disagreed while the rest (26%) disagreed.

Statement 'g' :A11 the respondents strongly agreed to treat idioms (IEX) as unusually long words and teach them as one would teach any new word: that is, as they occur in a meaningful context.

Statement 'h' : This statement, which focussed on the affective domain (motivation) as well as materials (vocabulary enhancement activities), was strongly recommended by all the informants.

Statement 'i' :This statement concerned with the role of the learner in the learning process: the active engagement and participation in solving problems, carrying out tasks etc. All the informants strongly agreed with the positive and active involvement of the learner in contrast with the passive memorization of lists of lexical units, grammatical patterns etc.

TABLE-27 (STATEMENTS e, f, g, h and i)

TQNN: Q. 16.11 CLASSROOM METHODOLOGY, TECHNIQUES / PROCEDURES

Statements	SDAG		DAG		NS/DK		AG		SAG	
a. If a teacher/lecturer decides to cover the meaning aspect of MWV systematically the best strategy is probably to concentrate on the particle.	0	0%		0%	5	10%	20	40%	25	50%
b. Grouping idioms together, and teaching them together simply because of some words they have in common (e.g. let the cat out of the bag, rain cats and dogs; lead a dog's life etc) are taught together.	37	74%	13	26%	0	0%	0	0%	0	0%
c. Treating idioms as unusually long words and to teach them as one would teach any new word: that is, as they occur in a meaningful context.	0	0%	0	0%	0	0%	0	0%	50	100%
d. IEX & MWV are some of those areas of language where a well motivated learner can make giant strides on his own if he is given the right kind of material(s) to work on (including vocabulary development exercises).	0	0%	0	0%	0	0%	0	0%	50	100%
e. In learning / teaching of IEX & MWV the active involvement in the learning process can be of much greater benefit to the student than simple memorization.	0	0%	0	0%	0	0%	0	0%	50	100%

KEY:

SDAG = Strongly Disagree DAG = Disagree NS/DK •• = Not Sure/Don't Know
AG = Agree TR = Total Responses SAG = Strongly Agree

Q. 17 On the Introduction (Inclusion) of a course on Idiomatic Expressions and Multi-Word Verbs in English language syllabus in Sudan universities

In this question, the teachers are asked directly and explicitly whether they are for introducing / including a separate course on idiomatic expressions and multi-word verbs in the English syllabus, in Sudan universities or they are for integrating them as component(s) in the existing courses.

TABLE-28

TQNN: Q.I7 THE INCLUSION (INTRODUCTION) OF A COURSE ON IDIOMATIC EXPRESSIONS AND MULTI WORD VERBS IN THE ENGLISH LANGUAGE SYLLABUS IN SUDAN UNIVERSITIES.

OPTIONS	TOTAL RESPONSES	PERCENTAGE
Yes	40/50	80%
No	10*/50	20%

* 10 Should be integrated in other courses.

Table 28 provides the teachers' answers to the question: *whether to include, in the English syllabus at the university level, a separate course on idiomatic expressions and multi-word verbs or to integrate these two multi-word lexical items with the other vocabulary components in the existing courses.*

80% of the respondents are for introducing a separate explicit course on those 2 lexical units while the remaining (20%) are for the integration of these lexical items in the present vocabulary courses besides the other components.

This is a clear indication of the awareness of the majority of the teachers of special nature of IEX/ MWV which requires particular treatment and a lot of concern and attention. Thus, we can conclude that the respondents favour an explicit taught course on this difficult and interesting vocabulary area.

THE ANNEXED (ATTACHED) SECTION OF THE TEACHERS QUESTIONNAIRE

On personal, professional and academic information about teachers

After posing the questions relating directly / of direct relevance to the problems and difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English, an attached section is provided where teachers are requested to furnish information regarding:

designation (name (optional)), faculty / university where they teach) and

qualification / education and teaching experience.

The variables, of course, have their influence / impact on the teaching / learning process.

TABLE-29

(TQNN: LAST SECTION) PERSONAL AND ACADEMIC INFORMATION ABOUT THE TEACHERS: ON DESIGNATION, ACADEMIC AND TEACHING EXPERIENCE.

Variables	Answers given by the Respondents	No.of Respondents out of 50	Percentage
Faculty / School	Education	32	64%
	Arts	18	36%
	Others	-	00%
University	Khartoum	12	24%
	Elneelain	06	12%
	Islamic University of Omdurmam	07	14%
	Sudan University for Science & Technology	08	16%
	University of Jezeera		
	Juba University		
	Gedarif University	04	08%
	Others		
		05	10%
		04	08%
		04	08%
Education/Qualification	M.A	40	80%
	Ph.D	10	20%
Teaching experience	Less than 5	10	20%
	Above 5	35	70%
	Above 10	05	10%

Table 29 provides information about the teachers who participated in this study in terms of designation (faculties / universities where they teach in), their education / qualification and teaching experience.

It reveals that 32 out of the 50 teachers (64%) belong to the faculties of education while the remaining (36%) work in the arts faculties.

It also maps out the distribution of the teachers over Sudan universities:

t The University of Khartoum tops the list of the availability of teaching staff (in the Arts and Education faculties) with 12 members (24%).

- The Sudan University for Science and Technology got the second rank with 8 (16%).
- The Islamic University of Omdurmam occupied the third place 7 members (14%).
- Elneelain University has 6 lecturers (12%) in the 4th position.
- And for the rest of the universities in Sudan they composed / formed 34% of the teachers' population with approximately 4 to 5 members.

From the above distribution, we can deduce that the English teachers who responded to this questionnaire represent the teaching staff working in Sudan Universities. The Khartoum University and Elneelain University in which the experiments of the present study (especially the students' questionnaire, the pre-test, the explicitly taught course and the post-test) were conducted constituted 36% of the total number of the teaching staff of English at the tertiary level.

Besides the above mentioned information, table 18 informs us about the teachers' education / qualification. It shows that 40 of the 50 teachers (80%) have M.A while the remaining (20%) are Ph.D. holders. This indicates that the informants of this study are qualified to teach / lecture at the university level.

Moreover, the table states that the majority of the teachers (80% - 70% + 10%) have relatively long years of teaching experience (more than 5 years). Only 20% have less than 5 years teaching experience.

5.3.1-2 **Summary**

The findings of the teachers' questionnaire could be summarized as follows:

- Regarding the status of vocabulary, in the English syllabus(es) used in Sudan Universities, the informants stated that it was not given the importance and concern it deserves. As a result, the position of the two vocabulary components (idiomatic expressions and multi-word verbs) in these syllabuses is marginal.
- The students are not familiar with the terms *idiomatic expressions and multi-word verbs* thus they could not define them.
- The learners are not aware of the importance and usefulness of these multi-word lexical elements.
- The students avoid using idiomatic expressions and multi-word verbs in their speech and writing.
- The teachers' answers bear out that the subjects of this study have the following problems / difficulties while dealing with IEX / MWV:
  - The use of the wrong particle and / or preposition with the verb : a collocation issue.
  - Not being able to understand the MWV which are at the same IEX.
  - Generally, problems arising from the special nature of MWV: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.
- The respondents' answers confirmed the importance of IEX / MWV in everyday English use and for the foreign learner.
- In respect of the obstacles facing the teaching of IEX / MWV, the teachers mentioned the following illustrations:
  - Less attention is paid to these multi-word lexical items in the English syllabus they are dealing with.
  - Scarcity / non-availability of the relevant materials on IEX / MWV.
  - The students' poor knowledge of the skills of guessing the meaning from context.
  - The learners' faulty perception of IEX / MWV.

- The respondents' responses reveal that their students can understand IEX / MWV if they are presented in meaningful contexts.
- The teachers claimed that their learners confused IEX with proverbs and colloquial English. They have definition / perception problems.
- Regarding the classroom methodology, the informants supported the teaching of IEX / MWV as new items and try to encourage learners to guess their meaning from situation and context.
- » The teachers agreed with the statements mentioning the usefulness and importance of these multi-word lexical items,
- t They recommended the suggested role of the learner as an active participant in the learning / teaching process.
- The majority of the respondents are for the introduction of 'a separate explicit course on IEX and MWV' in the present English language syllabus(es) in Sudan Universities.

5.3.2. **STUDENTS' QUESTIONNAIRE**

5.3.2.1 **A Detailed Analysis**

Q. 1 On the Names of the students

In this question, the students are asked to write their names so as to enable the researcher for the identification of the subjects of the study in the different stages of the research: the experiments: pre and post-test, the taught course, etc.

Q2 **On the Age(s) of the students**

Putting in consideration the importance of age as a crucial factor in any learning process, the students are required to furnish information about this variable. The informants have to provide the number of years. However, since the learners in this study are at the university level they are adult whose age range is between (22 - 25) years.

Q3 On the Sex of the Students

The informants are required to indicate whether they are males or females.

TABLE-30

SQNN: Q.3 THE SEX (FEMALE / MALE) OF THE STUDENTS

NUMBER OF STUDENTS	FEMALE	%	MALE	%
100	52	52%	48	48%

From table-30 above, we can infer that the sample is gender-representative: approximately half of the subjects are female (52%) and 48% are male.

Q4 On the Religion(s) of the students

In this research, (whose topic is teaching and learning of idiomatic expressions and multi-word verbs) this variable plays a main role since these two language items treated, here, are relevant to culture, beliefs, tradition(s).... For instance, it is well known fact that the Bible and Quran as well as other faiths' texts are major sources of idiomatic expressions. For further information and clarification about the relation between this variable and idiomatic expressions the reader is referred to chapter 4 of this study: under the sub-section heading: definition of idiomatic expressions.

TABLE-31

SQNN: Q.4 THE RELIGION (S) OF THE STUDENTS

TOTAL NUMBER OF STUDENTS	RELIGION	NUMBER OF STUDENTS	%
100	- Islam	100	100%
	- Christian	0	0
	- Others	0	**0**

Table 31 reveals that the 100 subjects of this study are muslims.

Q. 5 Marital status

The students are asked to indicate whether they are married or single (unmarried). This variable of course has some relation with learning process since personal circumstances, family commitment, child care...etc might influence indirectly learning activities, tasks, homeworks...

TABLE - 32

SQNN: Q.5 THE MARITAL STATUS OF THE STUDENTS

TOTAL NUMBER OF STUDENTS	MARRIED	%	UNMARRIED	%
100	5	5%	95	95%

Table 32 shows that only 5% of the students are married. These five are female: none of the male students, in this study, got married.

Q. 6 **On the States of Origins and place of birth of the students:**

State(s) of domicile and place of birth

Bearing in mind that it is essential to indicate / show and make sure that the students of this study are representative of the population, the students are asked to mention their states of domicile and their birth places.

TABLE - 33

SQNN: Q.6 THE DISTRIBUTION OF THE SUBJECTS OF THE STUDY

OVER THE 26 STATES OF SUDAN

S.No.	State	No. of subjects
1	Upper Nile	0
2	Red Sea	3
3	Bahr Al-Jebel	0
4	Lakes	0
5	Gezira	12
6	Jonglei	0
7	South Darfur	5
8	South Kordufan	4
9	Khartoum	25
10	Sennar	7
11	East Equatoria	0
12	North Bahr AL-Ghazal	2
13	North Darfur	3
14	North Kordufan	4
15	Northern State	5
16	West Equatoria	0
17	West Bahr AL-Ghazal	2
18	West Darfur	2
19	West Kordufan	4
20	Gedaref	4
21	Kassala	5
22	River Nile	4
23	White Nile	5
24	Blue Nile	4
25	Warap	0
26	Unity	0
Total		100

Table 33 reflects the distribution of the subjects, participating in the present survey, over the different States of Sudan. The students are originated from 18 out of the 26 States which made up the country.

This is more or less normal representation of the population of the study if we exclude the 'Southern States' which have a few number of students in the sample due to some practical problems (War, etc.)

TABLE - 34

SQNN: Q.6 THE BIRTH PLACE(S) OF THE STUDENTS

S.No.	Place	No. of subjects
1	Port Sudan	03
2	Wad Medani	12
3	Nyala	07
4	Kadugli	05
5	Khartoum	20
6	Sinja	03
7	Sennar	04
08	Al-obied	04
09	Al-fasher	04
10	Dongla	06
11	Wau	02
12	Geneina	03
13	Al-fula	04
14	Gedarif	04
15	Kassala	05
16	Al-damar	05
17	Rabak	05
18	Al-damazin	04
Total		100

Table 34 displays the birthplaces of the subjects of this survey. 44% of the students were born in the centre of Sudan: 20% in Khartom (the capital); 12% in Wad Medani; 5% in Rabak; 4% in Sennar; and 3% in Sinja. The rest (56%) descended from the other towns / cities.

The middle of Sudan is always described as the accumulation of the different tribes and races. Therefore, we can conclude that the subjects of this study are the typical Sudanese characters.

Q 7 **Nationality**

Since the whole study conducted in the context of Sudan, information about the subjects nationality is necessary. The research addressed the problems and difficulties of the Sudanese learners. However, the questionnaire reveals that all the (students) subjects enrolled at the time of the study are Sudanese.

TABLE-35

SQNN: Q.7 THE NATIONALITY OF THE STUDENTS

TOTAL NUMBER OF STUDENTS	NATIONALITY	NUMBER	%
100	Sudanese	100	100%
	Others	0	0%

Table 35 states that all the subjects in this study are Sudanese.

Q. 8 **On the parents' education and occupation**

To have an idea about the social and economic status of the students of our study they are asked to furnish information about their parents' education and occupation. Again,this variable is relevant to any learning process: individual differences based on the different circumstances, (different) backgrounds, exposure to learning / teaching facilities etc.

Father's education

Father's occupation

TABLE- 36

SQNN:Q.8.a THE FATHER'S EDUCATION

TOTAL NUMBER OF STUDENTS	FATHER EDUCATION LEVEL	NUMBER	%
100	- illiterate	4	4%
	- read and write only	5	5%
	- primary / basic education	25	25%
	- Secondary certificate	37	37%
	- Graduation	20	20%
	- Master degree	7	7%
	-Ph.D	2	2%

Table 36 exhibits that only 4% of the fathers of the subjects are illiterate. 67% received education that varies from primary (basic) education to secondary level; 20% are graduate; 7% have post-graduate degrees and 2% are Ph.D. holders.

This shows that the qualification / education of the students' fathers is satisfactory.

TABLE - 37

SQNN: Q.8.a THE FATHER'S OCCUPATION

TOTAL NUMBER OF STUDENTS	OCCUPATION	NUMBER	%
100	- Farmer	13	13%
	- Merchant	12	12%
	- Free worker	11	11%
	- Labour	07	07%
	- Govt, employees (clerk etc.)	20	20%
	- Teacher	10	10%
	- Police & Army force	02	02%
	- Medical field	08	08%
	- University lecturers	09	09%
	-Others	08	08%

Table 37 informs us about the occupation(s) of the subjects' fathers.

The distribution of these jobs is closely relevant to the education / qualification(s) mentioned in table 36.

b. Mother's education

Mother's occupation

TABLE-38

SQNN:Q.8.b THE MOTHER'S EDUCATION

TOTAL NUMBER OF STUDENTS	MOTHER EDUCATION LEVEL	NUMBER	%
100	- illiterate	08	08%
	- read and write only	12	12%
	- primary / basic education	36	36%
	- Secondary certificate	30	30%
	- Graduation	11	11%
	- Master degree	02	02%
	-Ph.D	01	01%

Table 38 tells about the subjects' mothers education / qualification.

8% are illiterate; 78% got education which ranges from basic (primary) education to secondary level; 11% are graduate; 2% have post-graduate degrees and 1% a Ph.D. holder. This indicates that the majority of students' mothers, in this survey, received a reasonable standard of education.

TABLE - 39

SQNN: Q.8.b THE MOTHER'S OCCUPATION

NUMBER OF STUDENTS	OCCUPATION	NUMBER	%
100	- Housewife	50	50%
	- Medical field (nurse(s) etc)	03	03%
	- Free Worker	04	04%
	- Teacher	20	20%
	- Govt, employee	15	15%
	- University lecturer	03	03%
	- Others	05	05%

Table 39 summarizes the subjects' mothers' occupation(s).

Half of the mothers are housewives, 20% are teachers, and the remaining (30%) are working in different and various domains in the private sectors and the government.

Q. 9 On **the Mother tongue** of **the students**

Considering the influence of Li on learning / teaching of L2 the students' mother tongue is shown in table 40 below.

TABLE-40

SQNN: Q.9 THE MOTHER TONGUE OF THE STUDENTS

TOTAL NUMBER OF STUDENTS	MOTHER TONGUE	NUMBER OF STUDENTS	%
100	Arabic	100	100%
	Others	0	0%

Table 40 states that all the subjects in this survey have Arabic as their mother tongue.

Q. 10 **On the medium of instruction at** school

Bearing in mind the past (language) experience of the learners: background, exposure to the target language etc., this question indicates the medium of instruction at school.

TABLE-41

SQNN: Q. 10 THE MEDIUM O INSTRUCTION (AT SCHOOL)

TOTAL NUMBER OF STUDENTS	MEDIUM OF INSTRUCTION	NUMBER OF STUDENTS	%
100	Arabic	100	100%
	Others	0	0%

Table 41 shows that all the learners in this survey did their schooling through the medium of Arabic.

Q. 11 On the other languages known by the students

Considering that the knowledge of other languages has influence on the ability, attitude, assumptions about languages and language learning, etc., as well as transfer, interference, development, the participants are asked to mention the other languages they know besides their mother tongue and English.

TABLE-42

SQNN: Q.I 1 THE OTHER LANGUAGES KNOWN BY THE STUDENTS

TOTAL NUMBER OF STUDENTS	OTHER LANGUAGES KNOWN	NUMBER OF STUDENTS	%
100	French	5	5%
	Germany	0	0%
	Others	0	0%

Table 42 reveals that only 5% of the subjects know French (as other language(s) than their Li and English).

Q. 12 **Faculty / School of study**

For designation purpose(s) and further information about the curriculum, materials, etc to which the students were exposed, the subjects are required to indicate whether they belong to the education or arts colleges.

TABLE-43

SQNN: Q. 12 THE SCHOOL / FACULTY WHERE THE STUDENT STUDY

TOTAL NUMBER OF STUDENTS	SCHOOL / FACULTY OF STUDY	NUMBER OF STUDENTS	%
100	Education	36	36%
	Arts	64	64%

Table 43 distinguishes between the 100 subjects of the study in respect of the faculty in which they are studying. 36% belong to the education faculty and 64% to the arts.

Q. 13 Programme of study

This is a complementary question to the previous one: It sought to indicate / show the programmes of the study of the students: Whether it is B.A & ED or BA.

TABLE - 4 4

SQNN: Q. 13 THE PROGRAMME OF STUDY OF THE STUDENTS

TOTAL NUMBER OF STUDENTS	PROGRAMME OF STUDY	NUMBER OF STUDENTS	%
100	B.A. & ED (Bachelor of Arts and Education)	36	36%
	B.A. (Bachelor of Arts)	64	64%

Table 44 indicates that 36% of the subjects are doing 'Bachelor of Arts and Education' while the rest (64%) are pursuing 'Bachelor of Arts' programme.

Q. 14 **On the Subject of Study**

Since some of the students might take English as a major specialization while others might study it as a minor field, the respondents were asked to provide this information which is related to their perception of the subject, motivation, time devoted to using it,... However, the students, in this survey, are taking English as a major field.

TABLE-45

SQNN: Q.14 THE SUBJECT OF STUDY OF THE STUDENTS: MAJOR OR MINOR

TOTAL NUMBER OF STUDENTS	THE SUBJECT OF STUDY	NUMBER OF STUDENTS	%
100	English as a major field	100	100%
	English as a minor field	0	0%

Table 45 specifies the subject of study of the students: English as a major / minor field. It mentions that all the subjects in this survey take up English as a major subject of their study.

Q. 15 On the Years of Study of English before University

As a continuation of the students' background profile, the present question wants to know the years of the study of English before university level. The dominant pattern and number of years (6: 3/3) as well as a room for other options is given. See table 46 which reveals that all the students in this survey studied English for 6 years before university.

TABLE-46

SQNN: Q.I5 THE YEARS OF STUDY ENGLISH BEFORE UNIVERSITY

TOTAL NUMBER OF STUDENTS	NUMBER OF YEARS	NUMBER OF STUDENTS	%
100	6 years	100	100%
	Others	0	0%

Table 46 exhibits that all the learners in this survey studied English for 6 years before joining university.

Q. 16 **On the students' attitude towards multi-word verbs: Preference of multi-word verbs or single-word verbs.**

This is an indirect question aiming to detect whether the subjects prefer to use multi-word verbs or single-word equivalents. They are asked to choose between two options provided against each sentence. The verbs are alternated and mixed so as to avoid mechanical or random ticking.

By conducting this task, we can infer the students' mastery and attitude towards multi-word verbs. However, this task consists of seven sentences and the verbal combinations focused on, here, (i.e. in this question) are two-word verbs.

TABLE -47

SQNN: Q.I6 THE STUDENTS' ATTITUDE TOWARDS MULTI-WORD VERBS: PREFERENCE OF (USING) MULTI-WORD VERBS OR SIGNLE-WORD VERBS

FORMS CHOSEN						
Sentences		No. of Selectors	%		No. of Selectors	%
Suharto_____ In May 1998	stepped down	5	5%	resigned	95	95%
For three days the wind blew hard and strong, but on the 4th day it....	diminished	95	95%	died down	5	5%
Please.... I'd like to ask a question before you continue your lecture.	pause	94	94%	hold on	6	6%
Fifty states, including Alaska and Hawii,..... the United States	make up	6	6%	form	94	94%
After I spent two hours trying to explain the difficult idea, John finally...	caught on	5	5%	understood	95	95%
His physical health was so poor that he had to..... smoking and drinking	stop	90	90%	give up	10	10%
When are you going to....the solution to the problems?	find out	8	8%	discover	92	92%

Table 47 summarizes the students' attitude (s) towards MWV: preference of MWV or single-word verbs (SWV).

Note that the verbs (whether they are MWV or SWV) are presented in this table as they appeared in the students' questionnaire. However, a modification of this table (in order to facilitate the comparison and the calculation) is provided (see table 48) by putting all the single-word verbs together in one column and all the multi-word verbs in a different one.

TABLE-48

SQNN:Q.16 CLARIFICATION / REARRANGEMENT OF THE VERBAL COMBINATIONS PROVIDED IN TABLE-47

Sentences No.	Single-Word Verbs	No. of students out of 100	%	Multi-Word Verbs	No. of students out of 100	%
1	resigned	95	95%	stepped down	5	5%
2	diminished	95	95%	died down	5	5%
3	pause	94	94%	hold on	6	6%
4	form	94	94%	makeup	6	6%
5	understood	95	95%	caught on	5	5%
6	stop	90	90%	give up	10	10%
7	discover	92	92%	find out	8	8%
Total Numbers and percentages		655	93.57%		45	6.43%

Table 48 clarifies the students' reaction / attitude towards multi-word verbal combinations.

(This table is a modified version of the previous table (47): There is rearrangement of the distribution of single-word verbs and multi-word verbs against each sentence.)

In this table, the verbs were rearranged by bringing together all the SWV on one column (the right one) and putting all the MWV on another column (the left one).

This is done to easify the comparison and the calculation of the subjects' responses.

However, the findings are as below:

The total expected answers: (7 Q X 100 ss) = 700

No. of students opting for MWV = 45 (6.43%)

No. of students opting for SWV = 655(93.57%)

Therefore, from the statistics above, the general attitude of the majority of the subjects is for using SWV rather than MWV.

Q. 17 On the Students' ability to substitute a multi-word verb with a single word verb.

In this task, which aims at testing the students ability to substitute multi-word verbs with single-word equivalents, the students are asked to provide, form their own stock of words, the equivalent substitutes: no options are given here.

Note that the verbal combinations centered on here are three-word verbs (verb + particle + preposition) since it is thought that they are more complex and difficult than two-word verbs.

TABLE-49

SQNN:Q.17 THE STUDENTS' ABILITY TO SUBSITUTE A MULTI-WORD VERB WITH A SINGLE WORD VERB

Sentences	Correct Substitution	%	Wrong Substitution	%
They can't put up with the increasing of prices.	15		85	
I have been working so hard that I'm lookine forward to a nice, relaxing vacation.	13		87	
You can look up to a teacher who really wants to help you and always does his or her best.	18		82	
To loose weight, you have to cut down on sugar and other sweet things.	16		84	
Total	62	15.5%	338	84.5%

Table 49 reflects the students' ability (or lack of it) to substitute a MWV with a SWV.

The statistics shows that the learners have problem(s) in carrying out this task as indicated below:

Total number of possible answers = 400

No. of correct substitutions = 62(15.5%)

No. of wrong substitutions • 338(84.5%)

Q. 18. On the difficulty / ease of understanding and substituting a multi-word verb with a single-word one.

This question is closely related to the previous one : (Q.I7). The respondents are required to indicate whether they found (or not) any difficulty in understanding and substituting the verbal combinations provided in question 17. A scale of three options (Yes, No, and More or less) is given.

TABLE - 50

SQNN:Q.18 THE DIFFICULTY / EASE OF UNDERSTANDING AND SUBSTITUING A MULTI-WORD VERB WITH A SINGLE-WORD VERB

Alternatives	No. of Respondents out of 100	Percentage
Yes	75	75%
No	15	15%
More or less	10	10%

Table 50 provides the students' views on the ease / difficulty of the task of understanding and substituting a MWV for SWV.

The respondents' answers confirmed the statistics provided in the previous question (Q.I 7).

75% of the subjects confessed that they found difficulty in understanding and substituting the given verbal constructions in Q.I7.

15% claimed that the task was easy for them while the rest (10%) mentioned that they encountered relative (moderate) difficulty in comprehending and substituting those multi-word verbs.

Q. 19 On the Students' ability to use and understand idiomatic expressions and multi-word verbs in different and various settings and situations.

In this question, the students are asked whether they use and understand the idiomatic expressions and multi-word verbs they encounter when they have opportunities to talk with English speakers or to listen to, or read material in English (such as books, movies, television, etc.).

Three options are given here: (Yes, No, and to Some extent) and the informants have to choose from them.

TABLE-51

SQNN:Q.19 THE STUDENTS' ABILITY / INABILITY TO USE AND UNDERSTAND IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS IN DIFFERENT AND VARIOUS SETTINGS AND SITUATIONS

Options	No. of Respondents out of 100	Percentage
Yes	10	10%
No	75	75%
To some extent	15	15%

Table 51 highlights the students' ability (or inability) to use and understand the idiomatic expressions and the multi-word verbs they encounter when they have opportunities to talk with English speakers or listen to, or read material in English.

The informants responded as follows:

10% of the students claimed that they were able to use and understand these multi-word lexical items in speech and in writing in different and various situations and settings. 75% of the subjects said that they did not have this ability. 15% of them indicated that they possessed limited mastery in using and comprehending MWV and IEX.

Q. 20. On the Students' preference of using an English expression (a certain English expression) rather than others.

In an attempt to measure the students' competence (mastery of) and detect their sensitivity (i.e. fine distinction) towards idiomatic expressions, they are asked to opt for one or more of the realizations of the same speech act - here, when they are being introduced to another person.

The options provided are:

How do you do?
Nice to meet you.
Glad to meet you.
Pleased to meet you.

Since it is often claimed that the first alternative is more idiomatic, natural and frequent than the other three, those who went for it might be described as having mastery over this language component: idiomaticity.

TABLE-52

SQNN:Q.2O THE STUDENTS' PREFERENCE OF USING AN ENGLISH EXPRESSION RATHER THAN OTHERS

Expressions	No. of Selectors out of 100	Percentage
How do you do?	10	10%
Nice to meet you	30	30%
Glad to meet you	30	30%
Pleased to meet you	30	30%

Table 52 points out the students' preference of an English expression rather than others. From the list of the 4 functional and natural expressions, provided in this question, the respondents' selections are as follows:

10% opted for *'How do you do?'*. The remaining expressions *('Nice to meet you', 'glad to meet you'* and *'pleased to meet* *) received 30% each. Thus, the expression *'How do you do'* ranked 2nd (last, here,) among the subjects' choices while the other 3 expressions shared the 1st rank. This is contrary to the order of preference of the native speaker who would put *'How do you do'* on the top of the list since it is the most idiomatic among the other alternatives. It is the most natural and potential realization of the act of greeting when somebody being introduced to others. The useful and often-used expression should top the list of the learners' selections.

Q.21 On the availability of Idiomatic Expressions and Multi-Word Verbs in the Students'Li and their translatability into English.

Here, the participants are required to mention two of the very common idiomatic expressions in their mother tongue (Arabic) as well as two multi-word verbs and to translate them into English.

TABLE - 53

SQNN:Q.21 THE AVAILABILITY (OR NON) OF IEX & MWV IN THE STUDENTS' LI AND THEIR TRANSLATABILITY INTO ENGLISH

IEX / MWV Provided	Numbers of providers of correct responses out of 100	Percentage
a. idiomatic expression in Arabic ..... Translation:	75 30	75% *40%
b. Idiomatic Expression in Arabic ..... Translation:	75 30	75% 40%
c. Multi-Word Verb in Arabic ..... Translation:	0 0	0% 0%
d. Multi-Word Verb in Arabic ..... Translation:	0 0	0% 0%

*NB: The percentage on the translation task was calculated as follows:

30_ X 100 = 40%. The basis is 75 because it is the number of ss who provided IEX.
75

Table 53 tells us about the availability (or lack) of IEX / MWV in the subjects' Li (Arabic) and their translatability into English. The learners' answers revealed the following:

75 students out of the 100 (75%) succeeded in providing 2 IEX in Arabic but only 30 out of them i.e. out of the 75 (40%) were able to translate the provided expressions into English correctly.

As for the MWV, none of the subjects were capable of supplying any of the required verbal constructions in their mother tongue (Arabic) and, of course, the subsequent task (translation) did not take place i.e., since the achievement of translation depends on the students' provision of the MWV in Li.

From the students' performance in this task, we might conclude that the subjects' failure is due to the scarcity of MWV in their mother tongue thus they were not able to provide a couple of these verbal constructions.

As for the IEX, they are available in the learners' Li hence there is relative success in this matter: 75% of the subjects provided the required number of IEX but only 40% of them could translate them accurately. The difficulty in providing reliable translation might reside in the absence of the exact equivalents across the 2 languages (Li and target language) among other reasons.

Q. 22 On the Students' problems / difficulties in learning idiomatic expressions and multi-word verbs.

hi this question, a list of six problems / difficulties is provided and the respondents have to indicate which of them they are most likely to encounter while learning idiomatic expressions and multi-word verbs. However, they can tick more than one possible option and the list is not exhaustive but seems to present sample of these obstacles.

TABLE - 54
SQNN:Q.22 THE STUDENTS' PROBOEMS / DIFFICULTIES IN LEARNING IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS

Problems / difficulties	No. of Selectors out of 100	%
a. The use of the wrong particle and / or preposition with verb	80	80%
b. Not being able to understand the multi-word verbs which are also idioms	**85**	85%
c. Generally, problems arising from the special nature of multi-word verbs (their difficult structural patterns) (e.g. with pronouns), their special stress patterns and so on.	**87**	87%
d. Unless you know what an idiomatic expression means you cannot as a rule, guess its meaning: Every word (in the following phrase, for example, "He's burnt his boats) is familiar enough, but the meaning of the phrase cannot be pieced together from the meanings of its parts.	**90**	90%
e. You understand every word in a text and still fail to grasp what the text is all about.	**80**	80%
f. You do not know whether for example, the words 'fall out,' as used in 'I was pleased with the way things had fallen out, form a unit of meaning (an idiom) or not?	**95**	95%

Table 54 concerns with the students problems / difficulties in learning idiomatic expressions and multi-word verbs. In sum, the subjects indicated that the obstacles, provided in the list, faced them, while learning these multi-word lexical units, to **a** considerable extent: the percentages of their selections against each problem / difficulty ranged between 80% and 95%. In some details, problem 'f ranked 1st with 95%, next came 'd' with 90%, then 'c' occupied the third place with 87%, 'b' the 4th position and lastly we found 'a' and 'e' with 80% each. The classification and analysis put 'meaning' on the top of the list of obstacles met by the students and 'grammar' (especially as in 'a') on the bottom of the scale.

Q. 23 **On the (suitable) classroom methodology, materials, motivation etc. for learning / teaching of idiomatic expressions and multi-word verbs.**

With a view to involve the learners in selecting, (negotiating) the suitable classroom methodology, appropriate materials, etc., they were asked to comment on the claim that:

'idiomatic expressions and multi-word verbs are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises'.

The answers given are: (Yes, No, and Not sure) and the respondents have to opt for one of them.

TABLE - 55

SQNN:Q.23 THE (SUITABLE) CLASSROOM METHODOLOGY, MOTIVATION, MATERIALS ETC. FOR TEACHING / LEARNING OF IEX & MWV: STUDENTS' INVOLVEMENT / CENTREDNESS + SUITABLE MATERIALS

Question	Options	Responses out of 100	Percentage
Do you think that IEX & MWV are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to wrok on including vocabulary development exercises.	Yes	95	95%
	No	0	0%
	Not Sure	5	5%

Table 55 focuses on the subjects' views on the suitable classroom methodology, materials, motivation etc., for learning / teaching idiomatic expressions and multi-word verbs.

In particular, it provides the students views on the claim that

> *"IEX/ MWV are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises'.*

95% of the respondents agreed with this statement, 5% are not sure about that claim: no one disagreed with it.

Q. 24 On the familiarity of learners with some books / references on idiomatic expressions and multi-word Verbs.

This question addressed the aspect of the relevant materials on idiomatic expressions and multi-word verbs. A list of six references, books and textbooks is provided for the students and they have to indicate with which of them they are familiar. The list contains the following:

a. Oxford Dictionary of English Idioms

b. Oxford Dictionary of Phrasal Verbs

c. Collins COBUILD Dictionary of English Idioms

d. Collins COBUILD Dictionary of Phrasal Verbs

e. Collins Dictionary of English Idioms

f. Practice with Idioms (Ronald E. Feare 1980), OUP.

TABLE-56

SQNN:Q.24 THE FAMILIARITY (OR NON) OF LEARNERS WITH SOME REFERENCES / BOOKS, TEXT BOOKS / WORKBOOKS ETC.

References / books / textbooks / workbooks etc.	Nos. of Students who are familiar with those books out of 100	Percentage
a.Oxford Dictionary of English Idioms	5	5%
b.Oxford Dictionary of Phrasal Verbs	5	5%
c.Collins COBUILD Dictionary of English Idioms	0	0%
d.Collins COBUILD Dictionary of Phrasal Verbs	0	0%
e.Collins Dictionary of English Idioms	0	0%
f.Practice with Idioms Ronald E. Feare 1980, OUP.	0	0%

Table 56 addresses the aspect of the relevant materials on idiomatic expressions and multi-word verbs. It came out that only 5% of the subjects are familiar with the Oxford pair of dictionaries (Oxford Dictionary of English Idioms and Oxford Dictionary of Phrasal Verbs). None of the respondents are conversant with any of the remaining materials provided in the list.

The non-familiarity of the majority of the students with these basic and useful sources affects the students' mastery over these two multi-word lexical items since dictionaries as well as their attached (or supplementary) materials... etc. are used often as teaching and learning aids. For instance, the workbook: 'Practice with Idioms' (which is, more or less, devised and written on the light of the Oxford dictionaries on idioms / phrasal verb is a crucial textbook and students should have access to this type of materials.

Q. 25 On the students' feeling and attitude towards idiomatic expressions **and multi-word** verbs **while encountering and using them in speech and writing.**

Here, the students are required to reveal their feeling (comfortable or not) and attitude when meeting and using idiomatic expressions and multi-word verbs in speech and writing. They have to respond by selecting one of the following options: Yes, No and To some extent.

TABLE - 57

SQNN:Q.25 THE STUDENTS' FEELING AND ATTITUDE TOWARDS IEX & MWV WHILE ENCOUNTERING AND USING THEM IN SPEECH & WRITING

Question	Options	Respondents out of 100	Percentage
Do you feel uncomfortable when you encounter and use idiomatic expressions and multi-word verbs in speech and writing?	Yes	75	75%
	No	10	10%
	To some extent	15	15%

Table 57 reflects the learners' feeling and attitude towards idiomatic expressions and multi-word verbs while encountering and using them in speech and writing.

75% of the subjects showed that they feel uncomfortable when meeting and using these multi-word lexical units in speech and writing.

10% claimed that they do not feel uncomfortable while dealing with IEX / MWV.

The rest (15%) said that they experienced relatively uncomfortable feeling (to some extent).

Q. 26 On the students' views on the importance, definition, concept etc., regarding Idiomatic Expressions and Multi-Word Verbs.

This question raised with the intention to prepare the subjects and the ground / site for the inclusion (introduction) of a course on idiomatic expressions and multi-word verbs and to serve as an approach to devise the outlines for that course. It is an attempt to detect the students' views towards these two vocabulary components, in terms of their importance (in general and for the foreign learners), definition, notion / concept and attitude, by providing the learners with a variety of statements to which they had to respond by ticking their selection(s) from a five-scale measure (Strongly Disagree (SDAG), Disagree (DA), Not Sure / Don't Know (NS/DK), Agree (AG) and Strongly Agree (SAG)) which is given against the statements.

TABLE - 58

SQNN:Q.26 THE STUDENTS' VIEWS ON DEFINITION, PERCEPTION, AND AWARENESS OF THE IMPORTANCE OF IEX & MWV

Statements	SDAG		DAG		NS/DK		AG		SAG	
	Rs.	%	Rs.	%	Rs.	%	Rs.	%	Rs.	%
a. IEX & MWV are common in every language	0	0%	0	0%	30	30%	35	35%	35	35%
b. Without command of IEX and MWV students cannot truly feel comfortable and confident in their efforts to master English thoroughly.	0	0%	0	0%	0	0%	0	0%	100	100%
c. Foreign student should be satisfied when he can express himself in English fluently and grammatically and that there is no need for him to waste time on language 'Frills' such as IEX & MWV	90	90%	5	5%	5	5%	0	0%	0	0%
d. IEX and MWV are insurmountable obstacles standing in the way of fluent control of language	75	75%	15	15%	5	5%	5	5%	0	0%
c. Idioms should not be confused with colloquial language or slang.	0	0%	10	10%	10	10%	5	5%	75	75%
f. IEX and MWV are not something special or sub-standard, they are a vital part of the standard language, and as such can hardly be avoided.	0	0%	0	0%	5	5%	5	5%	90	90%
g. Idioms are special form of collocation which will be encountered by every learner.	0	0%	0	0%	0	0%	10	10%	90	90%

KEY:

SDAG = Strongly Disagree DAG - Disagree NS/DK=Not Sure / Don't' Know

AG = Agree SAG = Strongly Agree RS = No. of Respondents

Table 58 informs us about the subjects' views on the importance, definition / concept...etc. of idiomatic expressions and multi-word verbs. From the table, the respondents' reaction(s) to the given statements could be summarized as follows:

Regarding the importance of IEX / MWV, the students' responses to statements *a, b, c* and /confirmed the importance of these multi-word lexical items in every language, in the comfortable feeling and confidence and in their status as vital part of the standard language.

Concerning the statements centering on the definition / concept aspect of IEX / MWV the learners feedback is as below:

- The respondents' replies disagreed with the claim that (statement d) *IEX / MWV are insurmountable obstacles standing in the way of fluent control of language.* They supported the view that they are manageable components of vocabulary / language and that they could be learned and taught.
- The majority of the students (above 75%) are for the distinction between IEX / MWV and colloquial language or slang (statement e) : these lexical items should not be confused with language varieties.
- A large proportion of the respondents are perceiving IEX / MWV as essential area of the standard language.
- Almost all the students are for the definition and perception of IEX / MWV as special form(s) of collocation which will be encountered by every learner.

Q. 27 On the Students' arca(s) **of interest (so as to build the course on it / them):**

This question aimed at knowing the areas of interest of the students in order to base the proposed explicit course (on idiomatic expressions and multi-word verbs) on them i.e. to centre the course on which area(s). A list of some areas of language and literature is provided and the learners have to denote their preference(s).

TABLE-59

SQNN:Q.27 THE STUDENTS' AREA (S) OF INTEREST

Areas (of interest)	Respondents : No. of Selectors (out of 100)	Percentage
Grammar	35	35%
Vocabulary	70	70%
Pronunciation	10	10%
Fiction	60	60%
Poetry	05	05%
Drama	50	50%
Any other	00	00%

NB: Students can be (of course) interested in more than one area so the total percentage does not equal 100%

Table 59 tells us about the area(s) of interest of the subjects. It reveals that vocabulary ranked first among the learners preference(s) (70%), then follows fiction (60%), drama (50%), grammar (35%) and pronunciation and poetry (5% each) occupied the bottom of the list. The status of vocabulary in the students' list of areas of interests could be made use of in centering / building a course on IEX / MWV (on the basis of the learners preference). By doing this, it seems that we are putting these multi-word lexical items in their proper and natural area: vocabulary. Vocabulary encompasses these 2 overlapping components and in turn vocabulary is a sub-skill of reading skill. This enables us to include these 2 vocabulary components in different and various reading materials.

The 2nd and the 3rd options of the respondents are respectively fiction and drama. This finding could be used to support and supplement any course(s) on IEX / MWV. This is in conformity with our claim that the nature of these multi-word lexical items as part of vocabulary and that vocabulary is part of reading skills will increase the range of the options of devising and developing materials on IEX / MWV.

5.3.2.2 SUMMARY FOR THE STUDENTS' QUESTIONNAIRE

•Summary for the Students' Profile(s): (Questions 1 - 15)

The purpose of this part of the students' questionnaire was to elicit information from the subjects of the study. The questions aimed at getting information about name, sex, age, religion, marital status, state(s) of domicile / birth place, nationality, parents' education and occupation, mother tongue, medium of instruction at school, other languages known, the current faculty (school) programme and the subject of study as well as the years of study of English before university.

The data obtained showed the following about the 100 subjects of the study:

- The range of the age of the students is between 22-25.
- The sample is gender - representative: 52% female / 48% male.
- All the students are muslim.
- Only 5% of the subjects are married. These five (students) are female: none of the male students got married.
- They are from the various and different States of Sudan.
- Their birth places are distributed over the country.
- All the students enrolled at the time of the study are Sudanese.
- Their parents received a reasonable education and the majority of them are from middle class.
- They are Arabic speaking students who did their schooling through the mother tongue with 6 years of English as a foreign language before joining the university level.
- Only a few number of them know French (5%) as another language (besides English and Arabic).
- They are pursuing *English* undergraduate courses (B.A. and Ed. / B.A.) at the Faculties of Education and Arts in Khartoun and ELneelian universities respectively.

Overall, the subjects of the present study are homogenous. They are representing the typical Sudanese University student of English as a foreign language.

- **•Summary for the Second Part of the Students' Questionnaire (questions 16 - 27)**

In the first 15 questions of the present questionnaire, we have provided the students' profile(s). The remaining questions addressed the following issues:

- The subjects' attitude towards MWV: preference of multi-word verbs or single-word ones.
- The students' ability (or lack of it) to substitute a MWV with a SWV.
- The difficulty / ease of understanding and substituting a MWV with a single word one.
- The students' ability to use and understand IEX and MWV in different and various settings.
- The learners' preference of using an English expression rather than others.
- The availability of IEX / MWV in the students' mother tongue and their translatability into English.
- The students problems / difficulties in learning IEX / and MWV.
- The suitable classroom methodology, materials, motivation etc. for learning / teaching of IEX/ MWV.
- The familiarity (or non-) of learners with some references / books, textbooks / workbooks etc.
- The students' feeling and attitude towards IEX and MWV while encountering and using them in speech and writing.
- The learners' views on the definition, perception and awareness of the importance IEX/MWV.
- The students' area(s) of interests.

Below **are the findings** of **this part of the questionnaire:**

- The general attitude of the majority of the subjects is for using single-word verbs rather than multi-word verbs.
- The statistics shows that the learners have problems in substituting a MWV with a SWV.
- 3/4 the subjects of this study admitted that they found difficulty in understanding and substituting multi-word verbal combinations with their single-word equivalents.

- A large number of the informants (75%), in this survey, confessed that they do not have the ability to understand and use these multi-word lexical items in speech and writing.
- 90% of the learners lacked the talent of seeing the fine lexical and stylistic differences between English expressions. They could not distinguish between the natural and potential (idiomatic) realiztion of the social act of greeting for instance.
- IEX are available in the students' mother tongue (Arabic) while MWV are not frequent.
- Thus they face(d) more problems / difficulties with MWV than IEX.The meaning / semantic problem(s) top(s) the list of the obstacles faced the students while dealing with IEX / MWV.

  The grammatical problem(s) occupy the bottom of it.

  In-between there reside the phonological, stylistic and definition problems / difficulties among others.
- The students thought that the best way to improve their knowledge and use of IEX / MWV is to be directly involved in the learning process: awareness, explicitness and active participation. They found it unuseful to just memorize IEX / MWV.
- The learners replies revealed the scarcity of the materials (references / books, textbooks, workbooks etc) on IEX / MWV.
- 75% of the subjects said that they feel uncomfortable while meeting and using IEX / MWV in speech and writing.
- The Sudanese university students of English agreed that IEX / MWV are important and necessary for the mastery of English.
- The feed-back about the subjects' areas of interests enables us to design a course on IEX / MWV and develop the materials round either the sub-skill vocabulary courses and the skill of reading or fiction and drama areas.

5.3.3. DATA ANALYSIS: THE PRE-TEST

Introduction

The test was administered on the 3rd year students of the faculties of Education and Arts of University of Khartoum and Elneelian University respectively on 15.12.1998. The content of the pretest was written, typed and printed out on sheets. Then it was explained to the subjects how they should answer each question of the test.

The subjects responses were collected and marked by the researcher himself (note that it is mainly an objective test - with exception of the last question (5.b) which is controlled production) after carrying out the test on both universities: Khartoum and Elneelain. As it is objective, answer keys of questions 1,2,3,4 were already prepared, (correction of these questions was done on the basis of these keys).

For Question 5, sentence writing and paraphrasing of a text, it was based on the errors found therein (whether of comprehension of the stimulus text or production).

Scores were given by counting the correct answers (with the exception of the production task(s) (Q.5.a and b by subtracting the errors committed by the subjects in each part of the question). The students' marks in this test are provided in appendix 8. Finally these correct answers / errors were calculated and tabulated.

In what follows, I will discuss, in some details, the students' performance in the 5questions which formed the whole test.

5.3.3.1 Detailed Analysis

Question **One**

a. Passage **completion**

In this part, the students were asked to complete a passage by choosing the suitable 'multi-word verbs' from a list of 20 verbal combinations.

Ten marks were allotted for this sub-test (½ mark for every correct completion). The students' marks in this sub-question will be given in appendix 8. However, in this question the 100 students' performance (numbers and percentages of correct / wrong answers) is shown below.

TABLE - 60

PRT: Q.I.a TESTED MWV, NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGE

Sl.No.	Item (MWV)	No. of correct answers	%	No. of wrong answers	%
1	took to	06		94	
2	look after	82		18	
3	carry out	99		01	
4	called at	94		06	
5	take on	00		100	
6	pick (it) up	00		100	
7	went for	34		66	
8	backed away	36		64	
9	give up	44		56	
10	fell out	00		100	
11	answer (me) back	00		100	
12	make up for	00		100	
13	ordered about	71		29	
14	put up with	05		95	
15	found out	93		07	
16	boiled over	20		80	
17	setup	06		94	
18	rang up	79		21	
19	turned up	34		66	
20	give in	40		60	
Total		743	37.15%	1257	62.85%

Item:1 'took to'

The first blank in the passage requires the correct answer 'took to'. Only 6% of the estees answered this item correctly. The 94% seem not (to) know the meaning of this lexical item and perhaps they confused with one of the options MWV in the given list such as *'wentfor', 'put up with', tic.*

Item:2 'look after'

The second blank in the passage should be filled with the MWV *look after*. 82% of the subjects managed to answer this item correctly. The considerable success in choosing the correct answer might be ascribed to the familiarity and the frequency of occurrence of this lexical item. However, those who failed to supply the correct answer opted for the plausible distractor *'set up'*.

Item:3 'carry out'

In this item, the MWV has been chosen correctly by 99% of the students and this high achievement could be attributed to the frequency of occurrence of this MWV as well as the clarity of the context: the context is revealing.

Item:4 'called at'

Gap 4, in this question, needs the correct answer *'called at',* 94% of the candidates succeeded in selecting the correct answer while the rest 6% chose the wrong option *'went for:*

Item: 5 'take on'

All the students (the 100) failed to choose the right MWV: *'take on* 'instead of which they used the incorrect ones:

pick up, make up for and *give in* which are not suitable for the given context.

Item: 6 'pick (it) up'

Here, the subjects were supposed to choose the right MWV (pick—up) to fill in the blank. They chose wrong answers such as *'carry out', 'take on',* and *make up for.*

Item: 7 'went for'

34% succeeded in choosing the correct answer *'went for'* while the remaining (64%) chose *'turned up'* and *'fell out'* which are unsuitable for the context as they do not match the intended meaning.

Item: 8 'backed away'

Only 36% of the students opted for the correct answer *backed away* while the remaining (64%) provided either unsuitable answers or left the spaces unfilled.

Item: 9 'give up'

44% of the testees selected the correct answer *give up* while the other 56% went wrongly for the plausible distractor 'give in': the wrong choice of the correct particle / preposition — a collocation problem as Wallace (1982) put it.

Item: 10 'fall out'

None of the subjects succeeded in choosing the correct answer *fell out* instead they selected wrong options such as : *turned up* 35%, *boiled over* 40% and some of them left the blank unfilled.

Item: 11 'answer back'

The space should be filled, here, by the MWV *'answer back'* but all the 100 subjects failed to discover / distinguish the right choice — a meaning problem. The majority of them (77%) went for *'take on'* while others selected *pick it up.*

Item: 12 'make up for'

All the subjects could not choose *"make up for'* as a correct answer. They opted for *'wentfor'* (29%) while others preferred to leave the blank unfilled.

Item: 13 'ordered about'

Since the context is, more or less, revealing (transparent) 71% of the testees selected the correct answer *'ordered about'*, whereas for the rest of them (29%) they chose *'back away'* and *'put up with'.*

Item: 14 'put up with'

Only 5% of the informants managed to choose *'put up with'* as a correct answer for the relevant space. 95% of the subjects were not able to cope up with this special

combination of MWV: 3-word verbs. A considerable number of the test-takers (95%) selected *'make up for'* and *'take on'*.

Item: 15 'found out'

The item tested, here, is of frequent use and familiarity. Therefore, 93% of the testees filled the blank correctly while only 7% opted for the MWV *"turned up'*.

Item: 16 'boiled over'

The notion / concept of this verbal combination is found in Li of the students (it is available and frequent in Arabic) thus 20% of the candidates selected it as a correct answer whereas for the remaining they chose incorrect answers such as *'turned up'* and *'set up'*.

Item: 17 'setup'

Only 6% of the students were able to choose *'set up' as a* right answer the rest of them selected wrong verbal combinations such as 'take on' which do not suit the context.

Item: 18 'rang up'

The verbal combination in this item is of frequent use and familiarity as well as the transparency of its meaning thus 79% answered this item correctly while the rest of them (21%) opted for *'called at'* because it is a plausible option / distractor.

Item: 19 'turned up'

This item was chosen by 34% on the basis of the clarity of the context, but 66% selected other plausible options such as *'called at*', 'went for'.... which do not suit the context.

Item: 20 'give in'

Though this verbal construction is one of the *'heavy duty'* combinations (very frequent), only 40% of the test- takers were able to choose it as a correct answer. The majority of the remaining (of the 60%) opted for the similar in form *'(give up)'*.

Summary for Q.I.a

From Table 60 and the discussion that follows, we conclude that the subjects' performance on MWV (literal and non-literal verbal combinations) is below the success line (less than half) 743 correct answers /1257 wrong answers: 37.15% / 62.85%.

b. Transformation

In this part, the testees were asked to transform some sentences into passive and others into nominalized forms: derived noun-forms.

10 marks were devoted to this task. One mark for every correct answer. The students' marks in this question will be provided in Appendix 8.

Question 1 .b I: **Passivization**

Fraser: (1976) discusses the degree or type of transformational deficiency.

Wallace 1982:118-9 made the point of the transformation possibility or impossibility of some idioms (including verbal combinations). Do they admit passivization, nominalization etc: 'It may be useful to indicate what change the idiom can undergo, and this is often relates to the idiom's underlying meaning.....But this will not always explain what is possible and what is not possible as far as altering the structure(s) of items is concerned, and learners may need, some help on this'. The testees were asked in this part of Q. 1 to transform a group of sentences into passive forms.

TABLE-61

PRT:. 1 .b.I PASSIVIZATION: TESTED ITEMS / SENTENCES, NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGE

Sl.No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answer	%
1	The clouds soon cleared away and it became quite warm.	60		40	
2	Jane arrived after her uncle, who was early.	11		89	
3	His daughter always looked after him when he was ill.	33		67	
4	They have let the cat out of the bag	28		72	
5	It was raining cats and dogs.	03		97	
Total		135	27%	365	73%

Table 61 exhibits the tested items, the number of correct and wrong answers and their percentages

Item: 1 *The clouds soon cleared away and it became quite warm.*

Since there are no objects in this sentence (the MWV *'cleared away'* is intransitive i.e has no object) the transformation is not possible here. However, in this item a considerable number of the candidates (60%) managed to answer this item correctly on the basis of the general rule: intransitive verbs do not admit passive transformation.

Item: 2 *Jane arrived after her uncle, who was early.*

(..Wallace (1982) transformation.....cannot be applied to *(arrived + after).* This sentence cannot be made passive. In this item, the verbal combination consists of a verb + preposition and *'uncle'* is a prepositional object. *Arrive + at* is a grammatical but not a semantic unit. Only 11% of the students succeeded in responding correctly to this item. The remaining (89%) either left this sub-question/element unanswered or provided wrong transformation using the prep. Object *'her uncle'* as an agent.

Itenr.3 *His daughter always looked after him when he was ill.*

This sentence could be put into passive as follows:

He was always looked after by his daughter when he was ill. This sentence accepts passivization. Because it is both a structural and semantic unit (= phrasal verb), transformation can be applied to *'lookafter'....*

look after' can, for example, be made passive:

(He was always looked after by his daughter when he was ill) 'Look after is not only structural unit, but it is also a semantic unit. However, 33% of the test-takers managed to answer this item correctly providing the required change.

Item: 4 *They have left the cat out of the bag.*

The correct transformation of this sentence is as follows:

The cat has been let out of the bag.

This example is taken from Wallace 1982: 118-119 who writes:'.....Let us return to an example we have used often, *let the cat out of the bag.* It is possible to make this expression passive and say *'the cat has been let out of the bag".* This is possible because

the underlying meaning ('reveal a secret') can also be made passive (the secret has been revealed)

28% of the testees transformed this sentence correctly while the rest (72%) failed to see that this IEX admit passivization.

Item: 5 *It was raining cats and dogs.*

This often - quoted example / instance of IEX does not accept passivization:it shows its idiomatic nature by accepting none of the transformation operations resisting this kind of synactic manipulation.

Again, this item is drawn from Wallace (1982: 118-119): …'An expression like, 'it was raining cats and dogs' (it was raining heavily') because of the underlying meaning'. Only 3% of the subjects discovered the impossibility of transforming this sentence into passive while the remaining 97% failed to do so. Strange and awkward transforms such as: • *'cats and dogs were raining'* are illustrative of this failure.

Summary **for** Q l.b. I

The results of the students' performance on the MWV/IEX centred on, here, revealed that the learners have problems / difficulties with transforming from active to passive some items. These obstacles hinder the students mastery over these 2 lexical items since they were not able to produce different and various items or they might produce unacceptable transformations. In Nation (2000) words. *'There is problem with their vocabulary depth'* - the quality of their stock of words. Statistically, the number of correct answers is: 135 (27%) while that of wrong answers is 365 (73%). This indicates that the subjects did not master this transformation in respect of these two lexical items.

Nominalized **forms**

Ql.b.II

In this sub-question, the students were asked to transform the underlined MWV into nominalized forms: (derived - noun forms).

The items tested are *'making up', 'break down', 'drew out', 'sitting in'*, and *'take off'*.

TABLE-62

PART Q.l.b.II NOMINALIZATIONS: TESTED ITEMS / SENTENCES, NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGE

Sl.No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
1	She has started making up her face.	44		56	
2	The supply of food has broken down.	08		92	
3	Robert drew out twenty pounds from his savings account.	02		98	
4	Students are sitting in at the university.	00		100	
5	Our plane took off very smoothly.	31		69	
Total		85	17%	415	83%

Table 62 presents the tested items, the number of correct / wrong responses and their percentages in the derived - noun forms section.

The students' responses are analysed and described below in detail.

Item (1) She has started making up her face.

Possible transform: *She has started to use make-up.*

44% of the test-takers changed correctly this MWV into a noun form. It seems that this verbal construction is frequent and that a considerable number of the subjects are familiar of with this item (especially, girls) thus they were able to provide the correct transform.

Item (2) The supply of food has *broken down*.

The required answer is as follows: There has been a *breakdown* in the food supply-

Only 8% of the candidates managed to supply the correct derived - noun form.

Item: 3 Robert *drew out* twenty pounds from his savings account.

This item is different from the other 4 items / ones in this sub-question in the sense that it does not have a derived-noun (*draw-out) as expected. The available form is *'withdrawal'* thus this verbal construction could not be changed into noun on the same pattern. Only 2% of the testees (probably by chance or some other reason) responded by saying it is 'not possible' to transform this item into nominalized form.

Item: 4 Students are *sitting in* at the university.

Possible transform: Students are staging a ***sit-in*** at the university.

None of the test-takers answered this item correctly. This could be ascribed to the non-familiarity of the students with the meaning of this lexical unit and hence they failed to provide the required form.

Item: 5 Our plane *took off* very smoothly.

Possible transform: We had a very smooth *take off*.

This MWV is familiar and is of frequent use. Therefore, 31% of the testees provided the needed derived-noun form (which itself is repeatedly used by the subjects even when they speak in Arabic).

Summary **for the Nominalized Transformation**

From Table 62 and the discussion which follows, we can summarize the students' performance on the transformation of MWV into nominalized forms as below:

The statistics shows that the test-takers got 85 (17%) correct answers versus 415 (83%) wrong answers. This is an apparent evidence of the subjects inability to change verbal combinations into derived-noun forms. This deficiency in the learners' knowledge of the possibility of producing different and various forms limits their vocabulary expansion skills. In Nation terms they have some difficulty in respect of their vocabulary depth: (i.e. the quality of their vocabulary).

Question two: Substitution

The test-takers were required to give the meanings of 40 idiomatic expressions, in the given spaces, by choosing the suitable definitions / synonyms from a list of 40.

20 marks were devoted to this question: (/a for each correct substitution). The students' marks in this question will be given in appendix 8.

However, in this question, the students' performance (numbers and percentages of correct / wrong answers) is tabulated as follows: (These tables are designed on the basis of the following grammatical categories / units.)

Verbal idioms

Nominal idioms

Adjectival idioms and

Adverbial idioms

Verbal **Idioms**

Table 63 shows the tested items / sentences, the number of correct / wrong answers and their percentages.

TABLE-63

PRT:Q.2 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
1	For three days the wind blew hard and strong, but on the fourth day it died down.	03		97	
2	Please hold on; I'd like to ask a question before you continue your lecture.	14		86	
3	I believe in my wife because she always opens up to me and shows her love.	97		3	
4	In both physical appearance and personality. John takes after his father	52		48	
5	I can out up with some noise	00		100	

	while I'm studying, but I can't accept loud noise.				
6	Because he did a very poor job and came up with bad results, his boss felt that he hadn't lived up to his responsibilities.	00		100	
7	Tom began as a local salesman, but after thirty years with the same company he had worked up to sales manager.	00		100	
8	Nothing he told me was true; I'm angry that he made up the whole story.	41		59	
9	You have always carried out your duties well so I am going to give you a raise.	80		20	
10	I've been working too hard lately; it's time for me to take off a couple of weeks of vacation.	41		59	
11	If you believe in telling the truth, you should never lead someone on.	37		63	
12	Fifty states, including Alaska and Hawaii, make up the United States.	12		88	
13	When you looked into the matter in the library, did you find out any answer.	98		2	
14	He tried hard to get ahead, so I can't hold his failure against him.	01		99	
15	The successful student drew	84		16	

	pleasure from the fact that he had passed all his exams.				
16	When the alcoholic was considering suicide, the helpful psychiatrist pulled him through this difficult period.	00		100	
17	If you have an American roommate, take advantage of him for carrying on conversations and answering questions.	00		100	
18	Because I was late to class, I made a point of apologizing to the teacher after class; she appreciated my concern.	01		99	
19	If you leave the business to your efficient assistant, he'll take charge of it and do a fine job.	31		69	
20	I was very concerned about my problems; I had them on my mind all the time.	83		17	
21	At first, the criminal left out part of his crime in his confession, but eventually he brought the whole thing into the open.	00		100	
22	The unpredictable situation might change at any moment, so we'd better play it by ear as it develops. instead of deciding now.	00		100	
23	At first he stuck to his own opinion stubbornly, but finally we brought him around to our way of thinking.	00		100	
24	He wanted to go into the	02		98	

	matter more deeply so he asked to talk it over with me next week.				
25	Because Alice couldn't hold back her deep anger any more, she decided to open up and have it out with her selfish boyfriend.	13		87	
Total		699	27.96%	1801	72.04%

Item: 1 die(d) down

This item is intransitive verbal idiom consists of verb + particle which has the meaning, *'diminished'*. Only 3% of the testees succeeded in matching this verbal construction with the required synonym from the list. This manifests that the majority of the students does not know the meaning of this lexical item.

Item:2 'hold on'

The tested MWV, here, is intransitive verbal idiom (verb + particle) meaning, *'pause'* in the given context. 14% of the subjects selected the required synonym. The rest (86%) opted for wrong answers / selections such as 'to be careful to'....

Item: 3 'believe in'

'I believe in my wife because she always opens up to me and shows her love'.

The underlined MWV in the above text, which contains intransitive verb + preposition, has the meaning: *'have trust in'*. Since the context is revealing and the MWV on focus is of frequent use and familiarity, the majority of the testees succeeded in selecting the required definition.

Item: 4 'takes after'

'In both physical appearance and personality, John takes after his father'.

The verbal construction is formed in this sentence, from intransitive verb + preposition. 52% of the learners selected the correct synonym *'resembles'*. Probably, because the context is clear these testees were able to infer the meaning.

Item: 5 'put up with' (V + P + Pre.)

In the sentence *7 can put with some noise while I am studying, but I can't accept loud noise'*, the suitable word is 'tolerate'. Though it is a frequent MWV, none of the test-takers answered this 3-word verb correctly. Instead, they selected wrong synonyms such as: *'blame'*.

Item: 6 'lived up to' (V + P + Pre.)

None of the subjects was able to choose the correct definition (to achieve an expected standard) which matches the MWV *'lived up to'* in the context below. *'Because he did a very poor job and came up with bad results, his boss felt that he hadn't lived up to his responsibility'*. They confused it with 'worked up to' which has the meaning 'advanced to'.

Item: 7 'worked up to'

By the same token, the underlined 3-word verb (V + P + Pre) in the following sentence: *'Tom began as a local salesman, but after thirty years with the same company he had worked up to* Sales Manager', was not answered correctly by any of the testees.

Item: 8 'made up' (V + Particle)

The MWV, in the sentence: *'Nothing he told me was true, I'm angry that he made up the •whole story'*, suits the synonym: 'invented'. 41% of the testees opted for this answer. The remaining (59%) chose distractors such as: *'revealed a secret,* and *'diminished'*.

Item: 9 'carried out'

The verbal construction (Transitive Verb + Particle) 'carried out' has the meaning *'accomplished'* in *'you have always carried out your duties well so I am going to give*

you a raise'. Since it is a frequent and familiar MWV as well as the transparency of the context, 80% of the subjects selected the correct synonym.

Item: 10 'take off

The lexical item, 'take off has the meaning 'have free time off in the sentence; *'I've been working too hard lately; it is time for me to take off a couple of weeks of vacation'*. Though the subjects might know the other meaning(s) of the MWV: *'rise from the ground, take off boots....'*, they failed to grasp its meaning in the given context.

Item: 11 'lead—on'

The meaning of this verbal combination (=deceived) is clear since it's transparent in *'if you believe in telling the truth, you should never lead someone on'*. However, 37% selected this synonym.

Item: 12 'make up'

In the text:*'Fifty states, including Alaska and Hawaii, make up the United States'*.

The verbal construction means 'form'. Only 12% of the subjects supplied the correct synonym.

Item: 13 'find out'

'Whenyou looked into the matter in the library, did you find out any answer?'

This MWV, which consists of transitive Verb + Particle, is of a frequent occurrence as well as the transparency of its context. Therefore, 98% of the testees were able to choose the correct meaning *(discover)*.

Item: 14 'hold.....against'

In *'He tried hard to get ahead so I can 7 hold his failure against him'*

the underlined verbal construction has the meaning 'blame'. Only 1% of the subjects answered this sub-question correctly. The majority of the students do not know the meaning of this verbal combination.

Item: 15 'drew. . . . from'

In the sentence: *'The successful student drew pleasure from the fact that he had passed all his exams'*, the MWV owns the meaning 'obtained. . . . from'. Since the meaning of the verbal idiom is compositional (could be arrived at from the individual words) 84% answered this element correctly.

Item: 16 'pulled. . . . through'

The sense of the underlined lexical item in *'when the alcoholic was considering suicide, the helpful psychiatrist pulled him through this difficult period'* is not clear for the subjects. Therefore, none of them was able to select the required definition 'helped. . . . to get over'.

Item: 17 'take advantage of

This is a special kind of a verbal idiom since it has a fixed noun (advantage) which forms a part of the larger expression / combination, hi this item, nobody selected the correct definition: to use for one's personal benefit.

Item: 18 'made a point of

Again, this is a special kind of verbal construction meaning *'to be careful to'* in *'Because I was late to class, I made a point of apologizing to the teacher after class; she appreciated my concern'*. The majority (99%) failed to select the correct definition.

Item: 19 'take charge of

Like the previous two verbal combinations, this construction has the noun 'charge' as part of it. A considerable proportion of the test-takers (31%) succeeded in opting for the needed definition: *'become responsible for'*. This could be attributed to the frequency of the whole construction.

Item: 20 'had. . . . on my mind'

The verbal idiom, here, is different from the 3 previous items (17, 18, & 19) in that the added noun, here, works / functions as an object while in those constructions is used as

subject. The transparency of the combination made 83% of the subjects arrive at the correct response: 'Think. . . . constantly about.'

Item: 21 'brought into the open'

This MWV has the meaning 'to *reveal a secret'* in this item. This lexical is not mastered by any of the testees.

Item: 22 'play it by ear'

In the utterance *'the unpredictable situation might change at any moment, so we 'd better play it by ear as it develops, instead of deciding now'*, the verbal combination matches the definition *'make plans as sth develops'*. All the subjects failed to answer this item correctly.

Item: 23 'brought. . . . around to'

This MWV has the meaning *'convinced...about'* in the given text. Though it is partially transparent, only 9% of the test-takers replied correctly.

Item: 24 'talk (it) over with'

'Talk it over with' meaning 'discuss...with' in 'He wanted to go into the matter more deeply so he asked to talk it over with me next week'. Almost all the students (89%) do not know the meaning of this verbal construction.

Item: 25 'have it out with'

The construction *'have it out with'* meaning *'discuss angrily with'* was not arrived at by 87% of the respondents. Only 13% of them happened to know this familiar expression.

Summary for Section 2.a

In sum, the results of the items in the verbal combination section (1-25) are as follows: From a total of possible answers (2500) the testees got 699 (27.96%) correct and failed to choose the right answers of the remaining items (1801 / 72.04%). From these statistics, we can deduce that the subjects have problems with substituting a MWV for a synonym or definition. This indicates that there is a semantic problem in the verbal construction category.

Nominal Idioms

Table 64 indicates the items tested in the Nominal idioms' section, the number of correct / wrong answers and their percentages.

TABLE - 64
PRT:Q.2 NOMINAL IDIOMS; TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
26	All three of his children look just like him because they are his own flesh and blood.	41		59	
27	The movie was so scary that the audience was constantly on pins and needles: they were sitting on the edges of their seats.	90		10	
28	That older politician is very successful because he knows the ins and outs of government business well.	57		43	
29	Joe has borrowed money three times without paying me back, and now he wants $50! That's the last straw!	81		19	
30	When I said I liked her dinner, which really was terrible. I told a white lie because I didn't want to hurt her feelings.	99		01	
31	At most parties, people socialize by engaging in a lot of informal small talk.	43		57	
	Total	411	68.50%	189	31.50%

Table 64 nominal idioms (items 26-31) discusses the items below:
(The IEX in this sub-question is formed from (noun and noun)).

Item: 26 'flesh and blood'

The availability of the concept / notion of this IEX in Li of the subjects (Arabic) helped 41% of them to select the correct synonym: 'family' which suits the given content.

Item:27 'on pins & needles'

In *'The movie was so scary thai the audience was constantly on pins and needles; they were sitting on the edges of their sets*' the nominal idiom is clear and of frequent use. Thus 90% of the subjects selected the right answer.

Item: 28 'ins and outs'

This nominal idiom has the meaning 'all the details' in the given sentence. More than half of the test-takers (57%) were able to reply correctly to this item.

Item: 29 'last straw'

The IEX means *'final annoyance'*. The idea as well as the equivalent form are found in the subjects' mother tongue (Arabic). As a result a considerable proportion of them (81%) succeeded in selecting the required definition.

Item: 30 'white lie'

This IEX is frequent and used by the majority of the informants. It is a part of their Li vocabulary store and speech. Consequently, it was answered correctly by 99% of the testees.

Item: 31 'Smalltalk'

Though the context of this nominal idiom is more or less revealing less than half of the candidates (43%) matched it with the suitable definition 'informal conversation'.

Summary **for Section** 2.b

In general, the numbers of wrong / correct answers and the percentages state that, in the nominal idiom category, the subjects do not have problems / difficulties. This high achievement (411 correct VS 189 wrong answers: Percentage-wise: 68.50 / 31.50) is a result of the fact that the lexical units tested are of high frequency as well as their availability in the students Li (Arabic). In other words, the lexical items, *'flesh and blood, 'pins and needles', 'ins and outs', 'last straw', 'white lie'* and *'small talk'* have their counterparts in the students' mother tongue.

Adjectival Idioms

Table 65 summarizes the items tested in the adjectival idiom category, the number of correct / wrong answers and their total percentages.

TABLE - 65
PRT:Q.2 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
32	Tom had seen the movie three times before, so the outcome was rather cut and dried the fourth time.	00		100	
33	When the Immigration Service learned that George's wife was not a U.S citizen, it declared the marriage null and void.	19		81	
34	The heart operation was so difficult that most of the time it was touch and go.	00		100	
35	To me, the points in his lecture were clear-cut; he was not just full of hot air.	97		03	
36	The policeman managed to stay level-headed in the confrontation with the armed bank robbers.	00		100	
37	Tom had second thoughts about sharing his problem with his family, so he-decided to remain close-mouthed about it.	88		12	
Total		204	34%	396	66%

From Table 65 adjectival idioms, we note the following:

Item: 32 'cut and dried'

All the testees were not able to match this adjectival idiom with the suitable synonym *'routine*' in ' *Tom had seen the movie three times so the outcome was rather cut and dried for the fourth time'.*

Item: 33 'null and void'

This IEX has the synonym 'illegal' in *"When the Immigration Service learned that George's wife was not a U.S. citizen, it declared the marriage null and void'.* Only 29% succeeded in replying correctly.

Item: 34 'touch and go'

The meaning of this IEX is 'obscure' for all the subjects thus they failed to select the correct synonym *"risky'.*

Item: 35 "clear-cut'

The form of the IEX and its context are revealing as well as its frequency of occurrence. This aids the majority of the test-takers (97%) to choose the correct definition *'clearly staled'.*

Item: 36 'level-headed'

The meaning of this item is not clear for all the testees. As a result they failed to match with its suitable equivalent.

Item: 37 'close-mouthed'

The components of this adjectival are clear indication of its composed meaning. Thus 88% of the students opted for the right answer: *uncommunicative.*

Summary for Section 2.c: adjectival idioms

To conclude, the tabulation of the items tested in the adjectival idioms section and the discussion follows reveals the following:

The learners have some problems with matching an adjectival idiom with its equivalent definition / synonym. From a total of possible answers (600) they got 204 (34%) correct and 396 (66%) wrong. The lexical items tested in this section are not available in the students Li. Moreover, some of them are not transparent: 'touch and go', and 'level-headed' while others are neither familiar nor frequent.

Adverbial Idioms

TABLE - 66

PRT: Q.2 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
38	Even though I've tried many times to repair my car, time and aeain it won't start.	10		90	
39	John finally was able to quit smoking for pood; he'll never touch another cigarette.	81		19	
40	Bv and large. Tom is an easy-going person in almost everything he does.	10		90	
	Total	101	33.67%	199	66.33%

Table 66 provides the items tested in the adverbial idiom unit, the number of correct / wrong answers and their (total) percentages.

Item:38 'time and again'

Though this adverbial idiom is well-known and frequent (the famous TV show...), its meaning 'repeatedly' selected only by 10% of the respondents. This might lead us to the limited exposure of the learners to the authentic discourse in the target language.

Item:39 'for good'

This adverbial idiom is another instance ^ lent lexical unit yet its meaning *'forever'* cannot be arrived at by knowing the meanings of the individual words. However, there is high achievement in this item - 81%.

Item:40 'By and large'

Its meaning *'generally'* escaped the majority of the test-takers (90%) since the meanings of the parts are poor guide to the meaning of the IEX.

Summary **for Section** 2.d

To sum, the discussion of the adverbial idioms, provided above, displays that our learners meet problems / difficulties while trying to tackle the meaning aspect of adverbial constructions: 101 correct answers (33.67) Vs 199 (66.33) wrong answers. The three IEX in question are not known to the majority of the students despite their frequency of occurrence and their importance in everyday English language use.

Summary **for** Q.2

This question has the objective of knowing whether the students could choose /select the suitable synonyms / definitions (from a list) which match the meanings given in certain contexts. The elicitation technique used, here, is substitution/matching. The sections encompass verbal, nominal, adjectival and adverbial idioms.

In general, the performance of the subjects in this question revealed the following:

Total number of possible answers	•	4000
Number of correct answers	=	1415(35.38%)
Number of wrong answers	•	2585(64.62%)

Therefore, the learners have problems / difficulties while trying to match (an) MWV / IEX with their equivalent synonyms / definitions—a semantic problem.

Question Three: Errors Identification / Recognition

Here, 40 sentences were provided and the testees had to indicate which (sentences) are correct and which are not. Twenty marks are given to this task. Each correct answer is given !4 mark. The students' marks in this question will be provided in appendix 8.

In marking this sub-test no attempt was made to penalize the wrong guessing (since in this test type, there is 50% possibility of getting the correct answers by chance) by subtracting more than *Vi* mark for each wrong answer. However, the multiplicity of the items in this question (40 items) as well as the intended arrangement of the tested items in set(s) meant to reduce this chance factor.

The problems / difficulties examined / centered on are:

- adverb(s) position(s) in relation to objects / particles / prepositions;
- particles / prepositions positions in relation to object nouns, object pronouns, etc.
- form / order of IEX (i.e. singular / plural) and the arrangement of the lexical items (the components) within IEX.

The tabulation of the students' performance (numbers and percentages of correct / wrong answers) is based on the following categories.

- verbal idioms
- nominal idioms
- adjectival idioms and
- adverbial idioms.

TABLE - 67

PRT: Q.3 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
1	The student got ahead his school.	100		00	
2	The student got ahead in school.	100		00	
3	My friend caught slowly on.	20		80	
4	The teacher touched quickly on many ideas.	07		93	
5	The teacher quickly touched on many ideas.	07		93	
6	The teacher touched on quickly many ideas.	00		100	
7	A student came up a question.	97		03	
8	A student's question came up.	96		04	
9	The president cleared carefully up the problem.	03		97	
10	The president cleared up it.	38		62	
11	The lawyer stuck to it.	86		14	
12	I can tell the twins apart easily.	04		96	
13	I can tell apart the twins easily.	00		100	
14	The student found it out quickly.	10		90	
15	The student found out it quickly.	02		98	
16	The senator put the bill through Congress.	99		01	
17	The senator put the bill Congress through.	100		00	
18	I carefully kept an eye on the child.	82		18	
19	I kept a careful eye on the child.	79		21	
20	I carefully kept eyes on the child.	56		44	

21	I kept careful eyes on the child.	58		42	
22	Mary put her scholarship to good uses.	20		80	
23	Mary put her scholarship to good use.	35		65	
24	I turned it over to my associates.	89		11	
25	I turned over it to my associates.	89		11	
26	You should set time aside for a meeting.	28		72	
27	You should set aside time for a meeting.	05		95	
Total		1310	48.52%	1390	51.48%

Looking at table 67 Verbal Idioms (items 1 - 27), we discuss in detail the tested items below:

Item: 1 * 'The student got ahead his school'.

In item one, the verbal construction *'got ahead'* is an example of intransitive verb with particle. Thus the verbal combination cannot be followed by an object.

In the incorrect sentence above (item-1), the verbal idiom was followed by an object which is not possible for intransitive forms.

Item:2 The student got ahead in his school.

For item 2 (The student got ahead in (his) school), the verbal idiom, here, can be followed by a prepositional phrase 'in school'. Therefore sentence 2 is correct. However, all the test-takers succeeded in seeing the difference between intransitive and transitive verbs and answered correctly the two items.

Item:3 *'My friend caught slowly on. (intr verb + particle)

This item is based on the following rules:

"No adverb can be placed between the verb and partcile, which shows that the verb and particle are one unit of grammar. Only a manner adverb, which tells (us) how something

was done (quickly, quietly, slowly), can be placed both before and after the verb + particle.

Most adverbs, including time adverbs such as *early,* are placed after the verbal idioms".

Note the correct forms of the above sentence:

My friend caught on slowly (adverb is placed after the verbal combination).

My friend slowly caught on (adverb is placed before the verbal combination).

Only 20% of the students managed to discover that the sentence in this item is erroneous.

Items: 4 - 6 (intr verb + pre)

4. The teacher touched quickly on many ideas.
5. The teacher quickly touched on many ideas
6. *The teacher touched on quickly many ideas.

Adverbs may not be placed between a preposition and a noun phrase, which shows that the preposition and the noun phrase are a grammatical unit. Therefore, sentence 6 is incorrect.

Adverbs may be placed between the intransitive verb and preposition, (but not between an intransitive verb + particle such as 'show up':) From this rule (as well as the rules governing the adv.position discussed in item 3), sentences 4 & 5 are correct.

Only 7% of the subjects recognised (discovered) the correctness of 4 & 5 whereas for # 6 none of the subjects were able to identify its incorrectness.

Items 7 - 8

7.* A student came up a question.
8. A student's question came up.

Sentence 7'is incorrect: the equivalent correct form is:

A student came up with a question.

The omission of the preposition *'with'* makes the sentence unacceptable. 97% of the testees recognized the incorrectness of item 7.

Sentence 8 is correct: the intransitive verbal idiom (came up: V + preposition) is put at the end of the sentence. For item 8, 96% of the subjects were able to identify the correctness of the sentence. The verbal idiom, here, is composed of an intransitive verb + particle + preposition. The preposition should be followed by a noun phrase, forming a noun phrase.

Items: 9-11

Item:9 *The President cleared carefully up the problem.

Item: 10 *The President clear up it.

Item: 11 The lawyer stuck to it.

In item 9 an adv. may not be placed between the verb + the particle (or between the particle and object) because the verb and the particle are connected in both meaning and grammar. As a result, sentence 9 is incorrect: the adv. is misplaced. The correct position is as follows:

The President cleared up the problem carefully.

Or

The President cleared the problem up carefully.

This is due to the grammar of intransitive verbs with prepositions and transitive verbs with particles.

For sentence 10 the correct realization, when using a pronoun is:

The President cleared it up.

The general rule for 'pronouns' is that they always precede particles (so sentence 10 is incorrect), but always follow prepositions (thus, 11 is correct.)

Items: 12-13

12. I can tell the twins apart easily.

13* I can tell apart the twins easily.

The item, tested, here, is transitive verb with immovable particle (type A): i.e., particle only comes after the object.

Sentence 12 is correct since the noun object position with regard to the verb and particle is correct. Only 4% got this item correct.

For item 13, it is incorrect because the particle in this combination may only be placed after the object. None of the testees was able to discover that this sentence erroneous.

Items: 14-15

14 The student found it out quickly.

15* The student found out it quickly.

Here, the verbal combination should follow this pattern:

Verb + Pronoun + Particle:

(the pronoun position is in the middle).

Though this combination permits the noun object to come before as in:

The student found out the answer quickly,

(cf * the student found the answer out quickly).

When a pronoun object is used, the particle can only be placed after it. Thus, 14 is correct while 15 is not.

In 14, 10% of the subjects succeeded in answering correctly while for item 15 only 2% were able to see its incorrectness.

Items 16-17

16. The senator put the bill through Congress.

17* The senator put the bill Congress through.

In the transitive verb + preposition combination, here, the transitive verb will be followed by an object *(the bill),* and the preposition will be followed by a noun phrase *(Congress).* The NP cannot precede the preposition, therefore, 16 is correct while 17 is not.

However, almost all the subjects (99% and 100% respectively) got questions / items 16 & 17 correct. The rule, here, is clear and easy so the majority of them answered the 2 items correctly: The prepositional phrase should come after the preposition.

Items (18-21)

18. I carefully kept an eye on the child.

19. I kept a careful eye on the child.

20* I carefully kept eyes on the child.

21* I kept careful eyes on the child.

In the set of items, tested here, the verbal idiom(s) can only occur with one special object (eye).

The noun form in the object cannot change in any way.

Very often an adjective form (careful) can be placed infront of the noun.

Accordingly, sentences 18 & 19 are correct while 20 & 21 are erroneous. The singular form, here, is the only correct form.

82% and 79% of the subjects recognized the correctness of items 18 and 19 while 56% and 58% respectively identified the inappropriateness of 20 and 21.

Items 22-23

22* Mary put her scholarship to good uses.

23. Mary put her scholarship to good use.

The verbal idiom in certain constructions can only occur with one special noun *(use,* here) in the noun phrase following the preposition.

The noun cannot change form in any way.

Consequently, item 23 is correct form, with added adjective (good), while 22 is incorrect: no change in form (singular / plural) is possible. The correct form, here, is the singular one. 20% of the test-takers noted the incorrectness of 22 while 35% identified the correctness of 23.

Items 24 - 25

Item 24. I turned it over to my associates.

Item 25* I turned over it to my associates.

A pronoun form will always be placed before the particle. Thus, 24 is correct (correct position of (object) pronoun. While 25 is not.

However, in both items tested here, 89% of the students managed to see that 24 is right while 29 is erroneous.

These high percentages might be attributed to the sense / intuition of the students who arrived at the right decisions by comparing the 2 utterances.

Items: 26-27:

26.You should set time aside for a meeting.

27.You should set aside time for a meeting.

Although the normal position for the object (in this verbal combination) is before the particle (#26), with certain idioms the object may follow the particle *(set aside time):* movable particle: come before or after. Therefore, both 26 and 27 are correct. A relatively considerable number of the subjects (28%) succeeded in seeing the correctness of 26 but only 5% of them discovered the correctness of the second sentence (27).

Summary **for** Section 3.a

The tabulation and the discussion of the items focussed on, in the verbal combination section, in this question, tell us that the subjects, in general, experienced some difficulties / problems in this category. The total numbers and percentages of correct / wrong answers are as follows:

Total number of possible answers = 2700

Number of correct answers = 1310(48.52%)

Number of wrong answers = 1390 (51.48%)

It goes without saying that the nature (type) of this (sub) question is responsible for this (high) number of correct answers (the 50/50 chance factor). However, the subjects' errors centered, here, on the following issues:

- adverb(s) position(s) in relation to the verb, object etc.
- Particles / prepositions place(s) in relation to noun objects, pronouns(s) objects.

TABLE-68

PRT: Q.3 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
28	The manager put his heart or soul into his work.	95		05	
29	The manager put his heart and soul into his work.	95		05	
30	The car suffered a lot of wear and tear.	18		82	
31	The car suffered a lot of tear and wear.	03		97	
32	The race - car driver had many closer calls.	07		93	
33	The race - car driver had many close calls.	47		53	
	Total	265	44.17%	335	55.83%

Nominal Idioms: Items: 28 - 33

Item 28*: The manager put his heart or soul into his work.
Item 29: The manager put his heart and soul into his work.

With these nominal idioms, the pair of forms can only be joined by the conjunction *'and'*. Thus, 28 is incorrect conjunction while 29 is correct conjunction.

The high achievement of the subjects in these 2 items (95% of them answered both items correctly) might be ascribed to the students' sense or their ability to compare the 2 sentences and then figure out the right conjunction.

Items: 30-31

30. The car suffered a lot of wear and tear.

31• The car suffered a lot of tear and wear.

In these nominal idioms, the order of idioms should be fixed. The two words cannot exchange position in any situation. As a result, # 30 is correct sentence (correct order) while 31 is not (incorrect order).

18% of the testees responded correctly to item 30 while only 3% of the subjects recognised that sentence 31 is not correct.

Items: 32 - 33 :

32* The race-car driver had many closer calls.

33. The race-car driver had many close calls.

The adjectives in these idioms are restricted in form. In general, only one particular adjective can be used with any noun form to create special idiom, and this form cannot be deleted or altered in any way. Therefore, the comparative (closer) made sentence 32 incorrect: no alternation is possible.

Summary for Nominal Idioms

A careful look at the table of 'nominal idioms' in this question displays that the learners succeeded in answering correctly 265 (out of 600 possible answers) (44.17%) while they failed in 335 (55.83%) answers. This indicates a *relative* difficulty in recognizing the correct nominal forms from the erroneous ones. The errors committed, here, could be grouped as below: misuse of the conjunction within the IEX, form and order of the components of the IEX (i.e. plural / singular and the arrangement of the elements).

TABLE-69

PRT: Q.3 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
34	The lecturer's speech was sweet and short.	11		89	
35	Tom and Jerry had a man-to-man talk.	96		04	
36	Tom and Jerry had a men-to-men talk.	87		13	
37	Fatima and Sara had a women-to-women talk.	79		21	
38	Fatima and Sara had a heart-to-heart talk.	78		22	
Total		351	70.20%	149	29.80%

Table 69 adjectival idioms

Items: 34-38

Item 34.* The lecturer's speech was sweet and short.

This sentence is not correct (wrong order) the correct order is (short and sweet).

The order of the forms is fixed. The two words (short / sweet) cannot change position in any way.

11% of the learners identified the incorrectness of this sentence since it seems as a correct form. The remaining (89%) were not able to recognize this deviance.

Item 35 - Tom and Jerry had a man-to-man talk.

Item 36.*- Tom and Jerry had a men-to-men talk.

Item 37*- Fatima and Sara had a woman-to woman talk.

Item 38 - Fatima and Sara had a heart-to-heart talk.

Although the adjectival idioms, here, are made from different parts of grammar (noun, preposition, noun), as adjectives, they cannot be changed in any way, 35 is correct singular form while 36 is incorrect. When applied to woman / women, *"heart-to-heart'* is used more frequently and carries the same meaning. Thus, 37 is wrong while 38 is correct.

Summary for the adjectival idioms

Interestingly, that the learners were able to get correctly 351 (70.20%) Vs 149 (29.80%) wrong answers in the adjectival idioms section. In this category, the tested items are 'sweet and short', man-to-man (and its variants), and heart-to-heart. In the 1st item the general result is failure in identifying whether the sentence is correct or not while in the remaining the students succeeded in recognizing the correct forms from the incorrect ones. This cardinal number of correct answers might be ascribed to the students' ability to compare the set of items to arrive at the right ones rather than their mastery of the 'grammar' which governs these expressions.

TABLE - 70

PRT: Q.3 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No. of Correct answers	%	No. of Wrong answers	%
39	Day in and day out, Bob stays at home.	12		88	
40	Day out and day in, Bob stays at home.	07		93	
Total		19	9.50%	181	90.50%

Table - 70 Adverbial idioms

Items 39 - 40 (various adv. forms)

39. Day in and day out, Bob stays at home.

40.* Day out and day in, Bob stays at home.

The adverbial idiom(s), here, cannot be changed in form in any way. 39 correct order while 40 is incorrect order.

Summary for the adverbial idioms

The presentation and the discussion of the 2 adverbial idioms, tested in this question, display that the testees do not have mastery over these adverbial forms: 19 (9.50%) correct answers compared to 181 (90.50%) erroneous ones. The students' non-familiarity with the adverbial idioms in question as well as their ignorance of the right order of the expression is the apparent reason for this failure.

Summary for Question 3

This sub-test aimed at knowing the students' ability in identifying / recognizing the correct IEX/MW from wrong ones on the basis of the grammatical and semantic rules which govern the use of these two lexical items. The problems / difficulties examined in this question are:

- Adverb position in relation to the verb and object.
- Particle/preposition place with regard to the verb.
- Particle/preposition distinction and their influence on grammar (especially pronouns' position).
- The fixation of the form (singular/plural, comparative, superlative etc.) and the order (the arrangement of the components within IEX).

These vocabulary components were examined under the following categories: verbal, nominal, adjectival and adverbial idioms. The elicitation technique used, here, is error(s) recognition / identification. Statistically, the students' performance in this question could be summarized as follows:

Total number of possible answers = 4000

Number of correct answers = 1945(48.63%)

Number of wrong answers = 2055 (51.37%).

It is clear from the above summary that the students have some problems / difficulties in identifying the correct MWV/IEX from the wrong ones. The apparent reasonable achievement (more or less half the answers are correct and the other are wrong) might be ascribed to the nature (type) of the elicitation technique used in this question (2 options with 50/50 chance of getting the correct answers) rather than the subjects' mastery of the'grammar'which governs these lexical items.

Question 4: Multiple-choice items

In this sub-test the subjects were required to choose the idiomatic expression, which has the best meaning in a given context, by drawing a circle round the letter of the correct answer. 40 items were provided with 4 options against each of them. 20 marks devoted to this question. *Y>* mark is allotted for every correct choice. The students' scores in this question will be provided in appendix 8. Again, as in question 3, in marking this sub-test, no attempt was made to penalize the wrong guessing (since there is possibility of getting the correct answers by 25% chance) by subtracting more than *V%* mark for each wrong answer. However, the multiplicity of the options within each item and through the whole sub-test (40 items) hopes / intended to compensate for this chance factor: the possibility of arriving at the correct answers by mere guessing.

The students' performance (numbers and percentages of correct / wrong answers) is tabulated below encompassing the following units:

- verbal idioms
- nominal idioms
- adjectival idioms and
- adverbial idioms.

In this question, the multiple choice technique is used covering the following sections / categories: verbal, nominal, adjectival and adverbial idioms. The test-takers have to opt for one of the 4 options given against each of the 40 items which formed this sub-test. In what follows a tabulation of the lexical units/vocabulary items tested, the number of correct / wrong answers and their percentages is provided.

Table 71 tells us about the items tested in the verbal idioms section, the number of correct / wrong answers and their percentages.

TABLE-71

PRT: Q.4 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of Correct answers	%	No.of Wrong answers	%
1	An elephant in a circus really_____. a. falls through b. shows up c. stands out d. stands in	13		87	
2	Because San Diego has poor bus system, it is difficult to _____if you don't have a car. a. come about b. get around c. get ahead d. break in	21		79	
3.	Don't leave without me! Please _____. a. get ahead b. hold on c. catch on d. fall through	74		26	
4.	I prefer to _____one topic in great detail, instead of touching on many topics, a. run over b. come on c. catch on d. go into	93		07	
5.	He's so stubborn that he _____ all his opinions, a. sticks to b. goes without c. takes after d. sticks for	06		94	
6.	It's hard to _____ in a car when the streets are very crowded, a. get ahead b. go through c. get around d. get through	21		79	
7.	Joe tries hard, but he doesn't catch on easily; sometimes it's difficult to _____ him. a. get through to b. look forward to c. try for d. take after	05		95	
8.	I'll go back to work, when I _____ this sickness. a. turn into b. go without c. get over d. get about	98		02	

9.	They work hard, and too quickly for me to _____ them. a. get over b. look up to c. work up to d. keep up with	04		96	
10.	Do you ever fail to do your duties or do you always _____ them? a. carry out b. believe in c. live up to d. carry in	00		100	
11.	It took many years for me to _____an important position in my company, a. keep up with b. work up to c. settle down d. make out	43		57	
12.	Did the policeman _____ the mistake you made? a. point out b. takeoff c. make up d. take in	49		51	
13.	I asked him to go to the research center to _____ some information _____ for me. a. find _____out b. look_____out c. make _____up d. look _____up	38		62	
14.	A big traffic jam came about when a drunk driver _____ an accident. a. looked out for b. brought about c. brought up d. came about	03		97	
15.	I understand the first three grammar rules, but please _____ the last rule for me again briefly, a. fill in b. get through to c. touch on d. touch in	07		93	
16.	After you left France, did you _____ French in school? a. take up b. do over c. engage in d. take on	02		98	
17.	A four-foot person _____ any where he goes, a. turn to b. stands out c. goes out d. turns in	00		100	
18.	The parents didn't like yard work so they _____ it _____ their sons, a. drew_____from b. touch_____out c. filled_____in d. left_____to	77		23	

19.	The salesman _____ the customer _____ a long discussion. a. dres_____ from b. left_____to c. engaged____in d. engaged_____about	06		94	
20.	The bill for our expensive dinner _____ $200. a. turned to b. came to c. took of d. lent to	77		23	
21	You shouldn't _____ a serious problem; deal with it as though it were very important, a. find fault with b. make light of c. take charge of d. keep an eye on	16		84	
22.	I made so many mistakes that I had to _____ my work _____. a. do_____over b. put___to good use c. play_____by ear d. lay___to rest	97		03	
23.	I'm so tired and tied down in my work that I can't _____ my work life and my home life _____. a. lay_____to rest b. put_____above c. tell _____part d. do_____over	00		100	
24.	After the debater found fault with his opponent, his opponent completely _____ the debater's criticisms _____ and won the debate easily. a. did_____over b. pointed_____out 9. pulled____to pieces d. put_____above 10.	00		100	
25.	The class was so good that I _____ a lot _____ it. a. put_____above b. got_____out of c. put_____to use d. put_____out	96		04	
26.	I want to get the problem off my chest so I'll _____ it _____ him. a. have_____out with b. engage_____in c. leave_____up to d. go_____out	00		100	
27.	The engine needed repair because it was _____ too much smoke. a. drawing from b. giving off c. giving away d. giving up	11		89	
	Total	857	**31.74%**	1843	68.26%

Verbal idioms (items 1-27)

Item: 1 An elephant in a circus really...

In this item, the correct answer is *'C. stands out'* among the 4 given options. 13% of the subjects opted for the right answer, 70% selected b. *shows up* while the rest (17%) chose d. *stands in.* Nobody selected 'a. *falls through'. Shows up* is selected by the majority of the testees because it is a plausible distractor: it seems / it looks as a suitable MWV in that context: the clue(s): 'circus' led to this option.

Item:2 Because San Diego has poor bus system, it is difficult to..... if you don't have a car.

The blank, here, should be filled by *get a round,* only 21% of the learners opted for the right answer. The remaining (79%) selected options which do not fit the context *'come about'* and *'get ahead'.* None of them went for the answer *'break in'.*

Item:3 Don't leave without me! Please.....

The correct answer in this sentence is *b.hold on.*

74% of the testees chose the right MWV. The rest of them (26%) opted for *'catch on'.* The other 2 options *(a.get ahead* and d. *fall through)* were excluded from the subjects' choice. The considerable success (74%) in this item may be due to the help provided by the context i.e., the clues.

Item:4 I prefer to_____one topic in great detail, instead of touching on many topics.

The verbal combination which fits in this blank is *go into.* Since the context is revealing, a cardinal number of the candidates (93%) found it easy to select the required answer. The rest (7%) selected the erroneous option *(run over).*

Item:5 He's so stubborn that he..... all his opinions.

This item required the answer, a. *sticks to*

Only six of the test-takers (6%) answered this item successfully. The remaining (94%) opted for 'C. *takes after'* (50%) and *'d. sticks for'* (44%). Those who do not know the suitable MWV ,needed to fit the intended meaning, chose 'C while those who know the meaning confused the particle(s): *'for'* instead of *'to'.*

The appropriate verbal idiom in this sentence is: c. *get around.*

The MWV tested, here, has already been focussed on in item 2 of this Q. but in a slightly different context. Again, the same proportion of the subjects (21%) were able to respond correctly to this verbal combination. The rest (79%) of the testees divided as follows: 25% for the plausible distractor for *get through,* 40% for *go through* and 14% for *get ahead.*

Item: 7 Joe tries hard, but he doesn't catch on easily; sometimes it's difficult to_____

The right answer is the verbal construction a. *get through to* (which is composed of Verb + Particle + Preposition) was chosen only by5% of the students. The meaning 'to make sb understand....' is not known to the majority of them.

Item: 8 I'll go back to work, when I_____this sickness.

The suitable MWV is: c. *get over.*

Almost all the testees (98%) were capable of recognizing the correct response. This could be attributed to the richness of the context (i.e. the availability of context clues) as well as the frequency of occurrence of this lexical unit.

Item: 9 They work hard, and too quickly for me to_____them.

The right answer is d. *keep up with* which was selected by only 4% of the learners. Its meaning (have the same / required standard) is not mastered by the majority of the testees.

Item: 10

Do you ever fail to do your duties, or do you always_____them?

The right answer in this sentence is *dive up to.*

None of the test-takers selected the suitable answer. Their choices divided between 2 options: *carry out* (74%): the most plausible distractor (in meaning but which is not correct from the grammatical point of view: since it consists of Verb + Particle the pronoun *(them)* should come between the two parts of the verbal combination which is not the in the given sentence), 26% selected *'carry in'.*

Item: 11 It took many years for me to_____an important position in my company.

The suitable verbal combination is b. *work up to.*

Though the meaning is more or less transparent, less than half of the subjects (43%), were able to select the right answer. Probably this is due to the confusion between this

verbal construction and what seems similar one: *settle down* which forms a plausible option for 57% of the test-takers.

Item: 12 Did the policeman_____the mistake you made?

The suitable answer in this sentence is 'a. *point out'.* Almost half of the subject answered this question correctly. The remaining opted for *'make up* and *take in'.* Presumably some of the learners are conversant with this verbal combination and its collocate *(mistake)* while others think that the required MWV is *'make up'* meaning *'invent'* or *'take in' (= count).*

Item: 13 I asked him to go the research centre to_____some information____for me.

The right option in this utterance d. *look_____up* which is a useful and frequent verbal construction (especially in the academic register...). Yet only 38% of the candidates answered this question correctly. Others (62%) opted for the plausible distractor *'find___out'* and the similar in form, to the correct answer, *'look____out'.*

Item: 14 A big traffic jam came about when a drunk driver_____an accident.

The correct choice, in this context, is b. *brought about* which was selected by only small proportion of the subjects (3%). The remaining (97%) failed to select the correct option and went for wrong answers such as *'brought up'* and *'came about'* which do not suit the context.

Item: 15 I understand the first three grammar rules, but please_____the last rule for me again briefly.

The required MWV is c. *touch on* which was chosen only by 7% of the informants. Instead, they opted for erroneous answers such as : *fill in* (48%) and the similar in form, to the correct answer, *touch in.* This low achievement took place despite the clarity and the richness of the context.

Item: 16

After you left France, did you_____French in school?

The blank, here, should be filled by *a.take up.* Only 2% of the testees were able to select the right response. This could be ascribed to the ignorance of the meaning of this verbal construction. The 98% of them went for wrong combinations such as *'engage in'* and *'take over'.* Nobody opted for the MWV: *'do over'.*

Item 17: A four-foot person_____any where he goes.

The space in this sentence should be filled with b. *stands out.*

The same lexical unit has been tested in item 1 of this sub-test. However, in Item 1, 13% of the test-takers managed to answer this question correctly but in the present context none of them were able to choose the correct answer. Probably the context, here, is very poor.

Item: 18 The parents didn't like yard work so they_____it_____their sons.

The right answer in this item is *d.left to* which was selected successfully by 77% of the subjects. This might be attributed to the transparency of the component parts of the verbal construction *(left* and *to)* as well as the richness of the whole context; full of context clues. The rest (23%) went for 'drew_____out' whereas, nobody selected *'touched___out'* and *'filled_____in'.*

Item: 19 The salesman_____the customer_____a long discussion.

The suitable selection in this sentence is *c.engaged*_____in

Only 6% of the testees succeeded in choosing the right verbal combination. The similar construction 'engaged about' was selected by 50% of the candidates while the 2 options *'a. drew____from'* and *'b. left^_to'* were opted for by the rest (44%).

Item: 20 The bill for our expensive dinner____$200.

The space, here, needs the verbal combination: b. *came to* which was got correctly by 77% of the testees. The clarity of the context and the compositionality of the meaning (i.e. the meaning of the whole sentence can be arrived at from the knowledge of the meanings of the constituent parts) help the test-takers to achieve this success. For the 23% they selected the plausible distractor: *'turned to'.*

Item: 21 You shouldn't_____a serious problem; deal with it as though it was very important.

The required MWV in this space is *b.make light of.* 16% of the informants selected the correct answer. The option: *a. find fault with* was chosen by 34% of the subjects while the rest (50%) went for the clearly wrong options: c. *take charge of* and *d. keep an eye on.*

Item: 22 I made so many mistakes that I had to_____my work_____.

The suitable verbal construction in this items is a. *do_____over.* This correct lexical unit was chosen successfully by 97% of the subjects. This high achievement is a result of the familiarity of the learners with this item (particularly in the class room vocabulary) as well as the frequency of use and occurrence. A small portion of the testees (3%) got this question wrong by selecting *b. put to good use* which does not suit the context.

Item: 23 I'm so tired and tied down in my work that I can't_____my work life and my home life_____.

The right answer should be c. *Tell_____apart* for which none of the subjects opted. The meaning of this MWV is obscure for the learners thus they failed to select the correct answer. The erroneous options 'a. *lay_Jo rest'* and *'b. put___above',* formed over 80% of the students' wrong selections.

Item: 24 After the debater found fault with his opponent, his opponent completely_____the debator's criticisms____and won the debate easily.

Nobody, in this question, opted for the MWV, C. *pulled____to pieces,* which is the suitable answer in the given context. The subjects' lack of the knowledge of the meaning of this verbal combination, which fits the context of the sentence, made them select *b. pointed___out* (50%) while the other half left the question unanswered.

Item: 25 The class was so good that I_____a lot_____it.

The desired answer in this context is b. *got____out of,* which was selected successfully by 96% of the informants. The clarity of the context as well as the compositionality of

the meaning of the verbal construction in question, aids the subjects in making the right choice. The rest of the testees (4%) chose the unsuitable MWV *'put___to use'.*

Item: 26 I want to get the problem off my chest, so I'll_____it_____him.

The space here should be filled with a. *have_____out with.*

None of the subjects were able to choose the right answer. This failure might be attributed to the non-clarity of the context as well as the non-familiarity of the students with the verbal construction on focus which is at the same time an IEX..i.e. an idiomatic verbal combination (a phrasal verb). The erroneous answers centred on *'b. engage___in',* and *c. 'leave___up to'.*

ltem:27 The engine needed repair because it was_____too much smoke.

The needed answer in this sentence is b. *giving off,* which was got right by 11% of the candidates. 45% opted for *c. ' giving away'* and 44% chose *'d. giving up'.* None of the subjects selected the different in form: *a. drawing from.* It seems that the students know the verb which fits the context but failed to choose the correct particle.

Summary for the Verbal Combination(s) Section

hi this section of question 4, we have examined the verbal construction. The test-takers got 857 (31.74%) answers right and 1843 (68.26%) wrong. These numbers and percentages provide the evidence of the difficulty encounters the learners while dealing with MWV. The problems / difficulties are more or less semantic (meaning): the students do not know the meanings of these MWV, especially those who are idiomatic: have non-literal meanings. This failure in knowing the meanings of some MWV might be increased when the MWV on focus is neither frequent nor be found in rich context: (the non-availability of context clues). Moreover, there is the 'interlingual cause': the non-existence (or exactly the dearth) of the verbal combinations in the students' mother tongue (Arabic).

Table - 72

PRT: Q.4 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of Correct answers	%	No.of Wrong answer	%
28	Tom won't buy that old car because it has too much_____on it a. ups and downs b. odds and ends c. wear and tear d. give and take	17		83	
29	Alone in the house at night without electricity, I was on _____ a. hear and soul b. ups and downs c. pins and needless d. part and parcel	76		24	
30	The sixth time he called me at midnight was the _____ a. lost cause b. last straw c. hot air d. big shot	49		51	
31	The criminal was ignored completely by his own _____ a. big shot b. old hand c. flesh & blood d. part and parcel	95		05	
32	When it's a matter of _____ I'm usually the one who has to compromise, a. ins and outs b. give and take c. white lie d. heart and soul	96		04	
35	It was the _____ when my neighbor played his stereo loudly for the length time at night, a. part and parcel b. last straw c. ups and downs d. ins and outs	61		39	
37	From his clear-cut answers, I can tell the professor is an _____ at responding to questions from his students, a. eager beaver b. in and out c. old hand d. all-out	90		10	
38	That speeding motorist almost didn't see me; that was a _____. a. hot air b. close call c. lost cause d. big shot	90		10	
40	At first I accepted his suggestion, but later I had _____ about it. a. second thoughts b. heart and soul c. small talks d. neck to neck	54		46	
Total		628	69.78%	272	30.22%

Nominal **Idioms:** items (28 - 32, 35, 37, 38 & 40)

Item: 28 Tom won't buy that old car because it has too much____on it.

The blank should be filled by *c.wear and tear* which was opted for by 17% of the learners. This nominal idiom (consists of noun and noun) is neither frequent nor familiar for the subjects thus not known to the majority of them. 83% of the students chose either a. *ups and downs* or b. *odds and ends.*

Item 29: Alone in the house at night without electricity I was on_____.

The answer should be c. *pins and needles* which was arrived at by 76% of the testees. This is attributable to the following:

The availability of the concept / idea of this IEX in the mother tongue of the subjects (Arabic).

The clarity of the context: it is rich of context clues: *alone, at night, without electricity.*

The relative transparency of the components of the IEX: *'pins and needles'.*

Item: 30 The sixth time he called me at midnight was the_____.

The required answer in this context is b. *last straw* which was selected by almost half of the test-takers (49%). This moderate achievement might be ascribed to the availability of the equivalent meaning in the subjects' Li (Arabic) as well as the fact that the given context is revealing.

Item: 31 The criminal was ignored completely by his own____

The right response to this question is c. *flesh and blood* which was chosen successfully by 95% of the test-takers. This success might be due to the availability of the concept and the equivalent expression in the subjects' mother tongue (Arabic).

Item: 32

When it's matter of_____I'm usually the one who has to compromise.

The stipulated answer in this utterance is *b.give and take,* which was gone for by 96% of the testees. This high percentage is a result of the students' mastery of this IEX since it is found in their mother tongue (Arabic) in terms of concept / idea and the equivalent expression.

Item: 35 It was the_____ when my neighbour played his stereo loudly for the tenth time at night.

The blank should be filled, here, by *b.last straw,* which was done correctly by 61% of the testees. Note that this IEX has been examined in item 30 of this sub-test, in semi-similar setting, and it has been reexamined, here, to verify / confirm the students' mastery (or non) of this frequent and familiar IEX in their mother tongue and the target language. The 39% opted wrongly for *'c. ups and downs'.*

Item: 37 From his clear-cut answers, I can tell the professor is an_____at responding to questions from his students.

The space in this question needs the answer C. *old hand* which was selected by 9% of the test-takers. Despite the absence of the equivalent expression in the subjects Li (Arabic) they succeeded in choosing the right answer and this might be because of the transparency and familiarity/frequency of the context.

Item:38 That speeding motorist almost didn't see me, that was a_____.

The required reply in this sentence is b. *close call,* which was gone for by 90% of the subjects. The reason of this success might reside in the testees previous knowledge of another similar lexical item: *'close shave'* which aids them choose correctly the right IEX. The remaining (10%) opted for the plausible distractor (or what it seems so): *c. lost cause.*

Item:40 At first I accepted his suggestion, but later I had_____about it.

The adequate IEX in this context is a. *second thoughts* which was chosen by more than half of the subjects (54%). The concept/idea of this expression is available in the students' Li (Arabic) as well as the richness of the context: the clues: at *first, later.* The 46% of the testees went wrong for the plausible distractor 'small talks' which does not fit the context and the intended meaning.

Summary for the Nominal Idioms' Section

The table, examined above, exhibits that the subjects succeeded in getting 628 (69.78%) correct versus 272 (30.22%) wrong answers. This success in the nominal idiom category is probably the result of the availability of these IEX in the learners' L] : Arabic has equivalents to these lexical units. With the exception of (28. *'wear and tear'* and 40. *second thoughts)* all the tested nominal idioms have their counterparts in Arabic, *('second thoughts'* itself has its concept in the students' language).

Table - 73

PRT: Q.4 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of CorTect answers	%	No.of Wrong answers	%
33.	Students usually dislike homework because often it's simply too _____. a. pins & needles b. last straw c. cuts and dried d. up and about	05		95	
34	I hope that the teacher doesn't declare my test _____ because I cheated. a. hot air b. null and void c. last straw d. free and easy	11		89	
36	He went_____to put his heart and soul into it a. neck and neck b. first-rate c. all-out d. spick and span	06		94	
Total		22	7.33%	278	92.67%

Adjectival idioms (items 33, 34 and 36)

Item: 33 Students usually dislike homework because often it's simply too_____.

The appropriate adjectival idiom in this text is c. *cut and dried* which was selected by only 5% of the candidates. The non-compositionality of the meaning (i.e. the meaning of the whole expression could not be deduced from the meanings of the individual words) as well as the relevant paucity of the context hinder the students success in choosing the necessary IEX.

Item: 34 I hope that the teacher doesn't declare my test_____because I cheated.

The acceptable adjectival idiom in this item is b. *null and void* which was opted for by only 11% of the test-takers. Probably the usage and style restriction (since it is mainly legal register) makes it infrequent and unfamiliar. Thus 89% of the subjects went for wrong options such as 'a. *hot air'* and *'d. free and easy'.*

Item: 36 He went_____to put his heart and soul into it.

The suitable answer in this question is c. *all-out,* which was got right by 6% of the learners. This compound adjective is not known to the majority of the test-takers.

Summary for the Adjectival Idioms' section

The testees general performance in the adjectival idiom category of this question could be summarized as follows:

Statistically the number of correct answers 22 (7.33%) is very far from the number of the wrong ones 278 (92.67%). This low achievement is due to the nature of the lexical units tested here: *cut and dried, null and void* and *all-out.* The three of them are neither transparent nor familiar for the subjects. One item *'null and void'* is of special register (legal). However, the learners were not able to succeed in mastering these adjectival idioms.

Table - 74

PRT: Q.4 ADVERBIAL VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of Correct answers	%	No.of Wrong answers	%
39	An eager beaver will work very hard _____ a. all-out b. day in & day out c. now and again d. first-rate	05		95	
	Total	5	5%	95	95%

Adverbial idioms - Item 39

Item:39 An eager beaver will work very hard____.

The correct answer in this item is *b.day in and day out* which was selected by only 5% of the informants. The IEX is not transparent (you can not arrive at the meaning of the adverbial idiom by piecing together the individual words it contains). Thus its meaning 'daily' is not known to the subjects. However, some of them went wrongly for the plausible distractor *(enow and again).*

Summary **for** the Adverbial Idioms' category

5 students (5%) managed to answer the adverbial idiom in this question correctly. This leads to the possibility that the learners seem to have problems/difficulties especially when the parts are poor guide to the meaning of the whole expression.

Summary **for** Q.4

In general from the above discussion of the 40 items tested in this question, it is clear that although the learners specialized in English (i.e. took English as a major subject) they were not able to select the correct MWV/IEX which are suitable both in the context and the grammatical structure of English sentences.

The obstacles are mainly unability to figure out the meanings of MWV/IEX.

Statistically, the question displays the following:

Total number of possible answers = 4000

Number of correct answers = 1512(37.80%)

Number of wrong answers = 2488(62.20%)

The causes of this failure might reside in the target language (English): the potential and inherent difficulty of these 2 vocabulary components or the mother tongue of the students (Arabic): the absence of MWV from Li or the scarcity of the equivalents of some of the IEX therein.

Question Five

a. Sentence Writing

In this sub-question, the testees were asked to answer each question or statement by using the idiomatic expression in a meaningful, grammatical sentence.

30 situations were given and the students had to develop these situations by writing short, meaningful grammatical sentences. 15 marks devoted to this task. *'A* mark for each correct sentence writing. The students' scores in this sub-question will be provided in appendix 8.

In this part of Q.5, we are concerned with the students' ability to produce correct and short sentence of accurate English. Although objective tests (e.g. multiple-choice) have been used to test the writing skill, their validity can be questioned. We cannot test writing without requiring the students to write. For this reason, most test of writing consists either in part or completely of some form of composition. Regarding the receptive and expressive errors distinction, the errors we must readily notice are those in expressive activity, the utterances of learners in meaningful discourse. But it is clear that errors of comprehension do also occur. These can obviously only be studied indirectly by inference from the learner's linguist responses to utterances in the target language, e.g. answers to questions

The study of expressive performance offers a direct source of information about the learner's competence. It is generally assumed that a learner's receptive abilities always exceed his expressive abilities.

The tabulation of the subjects' performance (numbers and percentages of correct / wrong answers) followed the same categorization adopted in (Questions 2 - 4) i.e. it includes the following sections:

- verbal idioms
- nominal idioms
- adjectival idioms and
- adverbial idioms.

In what follows, a tabulation and a discussion of the questions / lexical items in consideration, the number of correct / wrong answers and their percentages. This will be done under the sub-headings: verbal, nominal, adjectival and adverbial idioms.

TABLE - 75

PRT: Q.5.a VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of Correct answers	%	No. of Wrong answers	%
1	When might you wish that some noise would die down?	31		69	
2	To get ahead in life, what do you have to do?	04		96	
3	How did your desire to learn English come about?	99		01	
4	What kind of life do you want when you settle down?	75		25	
5	Whom do you turn to when you have a problem?	03		97	
6	If you could turn into an animal, which animal would it be?	06		94	
7	Which parent do you take after? In what way?	09		91	
8	As a student, you have to put up with many problems. Name one.	23		77	
9	In your family, who do you look up to?	11		89	
10	Why do some people make up excuses for their mistakes?	21		79	

11	What was the most recent task which you put off?	97		03	
12	Why is it bad to lead someone on?	41		59	
13	What responsibilities tie you down?	01		99	
14	What personal habit would you like to give up?	98		02	
15	What would you hold against a criminal?	01		99	
16	Who is putting you through school?	00		100	
17	Have you ever taken unfair advantage of your parents?	01		99	
18	If you hurt someone, what should you make a point of doing?	07		93	
19	Why do foreign students sometimes find it difficult to make sense of TV programs in English?	95		05	
20	When would a person have to get something off his chest?	32		68	
21	How do you lay your problems to rest?	00		100	
22	Who do you talk your problems over with?	00		100	
23	What might you take up with your parents?	00		100	
Total		655	28.48%	1645	71.52%

Verbal Idioms (Items 1-23)

Item: 1

When might you wish that some noise would die down?

The MWV in this item is *'die down'* meaning *'diminished'*. After understanding the intended meaning the students should produce their response including the MWV in focus. 31% of the subjects produced the required answer.

Item: 2

To get ahead in life, what do yo have to do?

The tested verbal combination in this sentence is *'get ahead'* meaning *'to advance* to…'. Only 4% of the test-takers were able to provide the correct reaction. The remaining (96%) failed to understand the verbal construction and thus produce erroneous utterances.

Item:3

How did your desire to learn English come about?

The input text is familiar and the context is revealing. As a result almost all the subjects (99%) succeeded in answering this question correctly.

Item: 4

What kind of life do you want when you settle down?

'Settle down' is another instance of a frequent verbal construction. Thus, a considerable number of the testees (75%) supplied the needed reply.

Item:5

Whom do you turn to when you have a problem?

'Turn to' meaning *'refer to / ask for sb help'* is not known to the majority, of the learners only 3% were capable of producing the right answer.

Item:6

If you could turn into an animal, which animal would it be ? (And why?)

The sense of the MWV in this context escaped 94% of the test-takers. Only 6% of them comprehended the stimulus and gave the suitable response.

Item:7

Which parent do you take after? In what way?

Though the meaning of this verbal construction is clear (= resemble), only 9% of the testees provided the target reply. The majority of them confused it with *'look after'*.

Item: 8

As a student, you have to put up with many problems. Name one.

This 3-word verb is understood, in this context, by only 23% of the test-takers, despite its frequency and familiarity, who produced the sought answer.

Item: 9

In your family, who do you look up to?

This MWV was confused with *{look after).* Therefore, some answers such as (my little brother) were illustrative of the subjects' failure in understanding and thus in producing the required reply.

Item: 10

Why do some people make up excuses for their mistakes?

'Make up' meaning *'invent'* in this text was responded to correctly by 21% of the candidates.

Item: 11

What was the most recent task which you put off?

'Put off' is an example of a very frequent multi-word verb. Consequently 97% of the learners produced the right answer. The remaining (3%) might have confused it with *'put up'* and *'put on'*.

Item: 12

Why is it bad to lead someone on?

The counterpart of this verbal combination is available in the students' mother tongue (Arabic). Therefore, 41% of the subjects were able to see the intended meaning and react correctly to the question.

Item: 13

What responsibilities tie you down?

This MWV which means *restrict* in this context was not understood by almost all the testees (99%). The relevant paucity of the context: lack of context clues...etc. might create this failure.

Item: 14

What personal habit would you like to give up?

'Give up' is one of the frequent verbal idioms. The frequency of occurrence helps the majority of the students (98%) to comprehend the input and provide the required reply. The rest (2%) might mix it up with: '*give in'*.

Item: 15

What would you hold against a criminal?

Hold against (sb) meaning *'blame'* is an obscure MWV: i.e. the meaning of the whole could not be arrived from knowledge of the individual words it contains. As a result almost all the subjects (99%) failed to respond to this item successfully. Strange and erroneous answers such as: '*/ *would hold against a criminal a pistol'* is illustrative of this failure.

Item: 16

Who is putting you through school?

Nobody produced the intended reply to this question. The subjects do not the meaning the MWV in question.

Item: 17

Have you ever taken unfair advantage of your parents?

None of the testees was able to provide the adequate answer to this question. This failure is a result of misunderstanding of the sense embodied in this sentence and hence inability to give the right response.

Item: 18

If you hurt someone, what should you make a point of doing?

'Make a point of is what is termed in the relevant literature as a complex idiom. However, only 7% of the informants succeeded in giving the required reply.

Item: 19

Why do foreign students sometimes find it difficult to make sense of TV programs in English?

'Make sense of though it is a complex idiom was dealt with successfully by 95% of the test-takers. This might be ascribed to the frequency of occurrence of this expression as well as its familiarity: it constitutes a part of the class-room vocabulary.

Item: 20 When would a person have to get something off his chest?

This IEX is, more or less, transparent as well as the existence of its equivalent in the mother tongue of the learners (Arabic). Therefore, a considerable number of them (32%) arrived at the correct interpretation and, hence, the correct production.

Item: 21

How do you lay your problems to rest?

'Lay....to rest' is an instance of what is called in the relevant literature as non-compositional: the meaning could not be deduced from the knowledge of the parts. Therefore, its meaning *'bring to an end' / 'resolve'* failed to be understood / seen by all the test-takers.

Item: 22

Who do you talk your problems over with?

'Talk over with' meaning *'discuss'* is not clear for all the subjects of this study. As a result, they were not able to provide the appropriate answer.

Item: 23

What might you take up with your parents?

'Take up with' though its apparent simplicity was not known to the testees. Therefore, none of them was able to produce the correct reply.

Summary for the Verbal Combinations Section

To round up this section, let's recap the general performance of the subjects in the verbal idioms category, in this sub-test. The testees were able to produce 655 (28.48%) sentences correctly (out of a total number of 2300) and a number of 1645 (71.52%) of erroneous ones (this include the left-undone questions). Thus the subjects' achievement in this part is not satisfactory. The faulty production was, to a large extent, due to misunderstanding of the verbal construction in question and, hence, of the whole utterance. This inability to comprehend the 'stimulus' leads to a considerable deficiency in the production: the writing of the required responses. Again, the fact of the paucity of the MWV in the subjects' mother tongue (Arabic) contributed (with the inherent and the potential difficulty of these verbal constructions in English) to this failure at both receptive and productive levels. In a word, the problems / difficulties are comprehension cum production ones.

TABLE - 76

PRT: Q.5.a NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of Correct answers	%	No. of Wrong answers	%
24	Which of your flesh and blood do you love the most?	90		10	
25	In what situation would you be on pins and needles?	95		05	
26	What was the last close call that you had?	94		06	
27	Are you an old hand at anything? What?	04		96	
Total		283	70.75%	117	29.25%

Nominal Idioms (Items 24-27)

Item: 24 Which of your flesh and blood do you love the most?

The IEX *'flesh and blood'* has its counterpart in the students' mother tongue (Arabic) thus 90% of them got this item correct.

Item: 25 In what situation would you be on pins and needles?

The concept / idea of the expression *'on pins and needles' and* its equivalent are found in the learners' Li (Arabic) hence 95% of them succeeded in giving the required response.

Item: 26

What was the last close call that you had?

The nominal idiom *'close call'* as used in this item has the meaning *'narrow escape'*. 94% of the informants responded successfully to the question. This high achievement is probably is the result of the students' previous knowledge of another nominal idiom *'close shave*' which has the same meaning.

Item: 27

Are you an old hand at anything? What?

This IEX is not known to the students. Consequently, 96% of them failed to produce the necessary reply.

Summary for the Nominal Idioms Category

Unlike the learners' performance in the other sections of this question (verbal, adjectival, and adverbial) they succeeded in providing 283 (70.75%) correct answers versus 117 (29.25%) wrong ones.

This success might simply be as a result of the students' mastery over the lexical units tested in this section. *'Flesh and blood' and 'on pins and needles'* have their counterparts in the subjects' Li (Arabic) while *'old hand'* does not have equivalent therein (thus it was got right only by 4%).

'Close call' despite its absence from the students Li, was understood and responded to successfully by 94% of them. This is probably because they are familiar with the similar in form and in meaning 'close shave'.

TABLE -77
PRT: Q.5.a ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE

No.	Item / Sentence	No.of Correct answers	%	No. of Wrong answers	%
28	Why do people prefer speeches that are short and sweet?	68		32	
29	Why should a teacher's explanation be clear-cut?	99		01	
	Total	167	83.50%	33	16.50%

5.a.c Adjectival Idioms (Items 28 and 29)

Item: 28

Why do people prefer speeches that are short and sweet?

The IEX *'short and sweet'* does not have its equivalent in the students' mother tongue (Arabic) but because of the compositionality of its meaning (the meanings of the individual words have relation with the meaning of the whole) and the richness of the context : availability of clues, (68%) of the testees were capable of providing the adequate answer.

Item:29

Why should a teacher's explanation be clear-cut?

This IEX is, more or less, compositional (we can arrive at the meaning of the expression by putting together the meanings of the constituent words). The familiarity and richness of the context help almost all the test-takers (99%) to supply the required response.

Summary for the adjectival idioms' section

Two items were examined in the adjectival category: *'Short and sweet'* and *'clear-cut'*. The testees provided 167 (83.50%) right utterances and 33 (16.50%) erroneous ones.

The richness of the contexts and the familiarity of the topics in these two sentences might aid the test-takers in this considerable success. Moreover, the meanings of the composing words *{'short and sweet'* in #28 and 'clear-cut' in #29) are relevant to the meaning of the whole expressions.

TABLE - 78

PRT: Q.5.a ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT / WRONG ANSWERS AND PERCENTAGE ADVERBIAL IDIOMS (ITEM - 30)

No.	Item / Sentence	No.of Correct answers	%	No. of Wrong answers	%
30	Why is it necessary to study vocabulary time and again?	02		98	
Total		2	2%	98	98%

Section 5.a.d Adverbial Idioms

Item: 30

Why is it necessary to study vocabulary time and again?

This adverbial idiom is of one of the most frequent and well-known IEX (there is a TV program/show which has the same title) nevertheless 98% of the subjects failed to comprehend the meaning of this expression and hence were not able to produce the appropriate reply. However, its meaning 'repeatedly' was seen only by 2% of the testees: they might make good use of the familiarity of the context and the clues: *'necessary'*, and *'study vocabulary'*.

Summary for the Adverbial Idioms Category

In this section, almost all the testees failed to answer the question adequately. Despite the frequency of occurrence of the item tested in this part, they were not able to respond successfully. However, this hints to the students' difficulty with understanding some adverbial idioms.

Summary forQ.5.a

In sum, the task in this party of Q.5 is to write meaningful, grammatical sentences in response to statements / questions. It is a controlled, receptive-productive sub-test.

The MWV/IEX in these sentences should be re-used in providing the required answers.

The overall performance of the testees is as follows:

Total number of expected answers = 3000

Number of correct answers = 1107(36.90%)

Number of wrong answers = 1893 (63.10%)

The statistics above demonstrate the students' difficulty with writing meaningful and grammatical sentences on the basis of stimuli consisting MWV/IEX.

The reasons of the students' failure might reside in the potential and inherent difficulty of the tested MWV/IEX (intralingual problem) or the absence / scarcity of some of these lexical units from the learner's mother tongue (interlingulal aspect).

Question Five (b): Paraphrase

In this part, the testees were asked to re-write a given passage. 5 marks were allotted to this task.

In this sub-question, the task is both receptive and productive. It is the understanding of a highly informal idiomatic style and then convert it into normal/ordinary style.

This apparently productive-expressive task, (which is more or less open-ended since it's controlled composition) requires / leads to relatively subjective judgement.

For convenience the connected passage is divided sentence-wise (a sentence might contain more than one IEX/MWV).

The possible paraphrasing is given below (sentence-wise) between the lines of the original text (the input passage) in italic:

Sam is a real cool cat.

(Sam is really a calm person)

He never blows his stack and hardly ever flies off the handle.

(He nevers loses control of himself and hardly ever becomes too angry).

What's more, he knows how to get away with things...

(Furthermore, he knows how to manage, his business (financially) by using a few tricks).

Well, of course he is getting on, too.

(Needles to say, he, too is getting older).

His hair is pepper and salt, but he knows how to make up for lost time by taking it easy.

(His hair is beginning to turn grey, but he knows how to compensate for wasted time by relaxing).

He gets up early, works out, and turns in early.

(He rises early, exercises, and goes to bed early).

He takes care of the hot dog stand like a breeze until he gets time off.

(He manages his shop without visible efforts, until it is someone else's turn to work there).

Sam's got it made; this is to for him.

(Sam is successful, he reached his life's goal).

Paraphrase involves interpreting a passage and then by a process of substitution, reformulation expressing the meaning of it. Our starting point in this case, then, is the authoritative interpretation. We know what was the learner ought to be trying to say. However, since 'paraphrasing' involves both interpretation and expression, errors may occur in either of these processes. Our suggested assumption, here is that the failures are mainly those of comprehension. The first task, as always, is to identify errors. Since, here we are dealing with a 'discourse' it may be that while the learner can interpret all the words, he may not be able to interpret the logical and semantic connections or relations between the parts.

Since this sub-test (Q.5.b) is different in nature from the other sub-tests in this study (productive-receptive / open-ended) and also it is different from the first part of Q.5, in that it is a connected passage (discourse), the question has been analysed (statistically and linguistically) on its own. The total score of the passage would be 5 marks.

However, the overall-performance of the testees in this task is as follows:

some paraphrases seem to contain a large proportion of random copying.

In general, quite a good number of test-takers missed scores for wrong interpretation as well as some very odd features of production: faulty paraphrasing.

Table - 79

PRT:Q.5.b STUDENTS' MARKS ON THE PARAPHRASE TASK

Marks out of 5	Frequency (No. of students)
1	60
2	30
3	10
Total	100

From the table above, we can conclude that the subjects' performance in this sub-test is very poor. The students have dramatic problems / difficulties in dealing with colloquial idiomatic discourse. Their problems might be in both reception (comprehension) and production (paraphrasing) but it was manifestal in the latter (i.e. rewriting).

The reader should be reminded that this part of question five has not been treated statistically as the rest of the pre-test questions (counts of the correct / wrong answers and their percentages) because it is a production of a discourse 9atext) and it is open-ended question. Therefore, we adopt an evaluation using the marks obtained by the subjects (marks-wise). For practical reasons, among the various ways of marking re-writing tasks, we have used the 'impression method'. The paraphrase is given a mark based on the marker's impression of it as a whole. The marker marked the written task on the basis of his general impression only. He did not attempt to analyse why he had given it the mark he had. The main criteria is the student's ability to understand and re-write the text i.e. the ability to convey meaning in other words. In general, 90% of the testees scored below 3 marks.

5.3.3.2 **Summary for the Pre-test**

In sum, the pre-test given to the subjects of this study is composed mainly of five sub-tests which further divided (with the exception of Q.I & 5.b) into four sections: Verbal, nominal, adjectival and adverbial idioms. The students' general performance varies from one elicitation technique (blank filling, multiple-choice, sentence writing / paraphrase...etc.) to another and from one category (verbal, nominal...etc.) to another.

However, from the tabulation/presentation and the discussion follows, the testees overall performance could be described briefly as follows:

Statistically, we have the summary below:

Total number of expected answers	=	18000
Number of correct answers	=	6942 (38.57%)
Number of wrong answers	=	11058(61.43%)

The statistics confirms that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs.

In an objective test, as the one conducted in this research, the proportion of the correct answers to the wrong ones is expected to be 'high' but the percentage(s) obtained (38.57/61.43) is low.

Linguistically, the problems / difficulties faced the learners centred around the following levels:

Grammatical

Lexico-Semantic

stylistic

For the grammatical level, the examples below are illustrative:

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction/idiomatic expression).
- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence of the position(s) of adverbs, norms object, pronouns objects etc.
- The place of adverbs in relation to MWV.
- The order and forms of the components of IEX: The arrangement of the individual words in a given expression (e.g. give and take not * take and give) and morphology of the constituents of the IEX: singular/plural (He's burnt his boats not his boat) and the choice of the current conjunction: e.g. heart and soul not heart or soul.
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. *carry on a conversation not * carry out a conversation.*
- Fixation or non-fixation of the items / elements within IEX: replacing *ships* for *boats* in *He's burnt his boats.*
- The meaning and understanding (comprehension) problems / difficulties.

At the stylistic level, we count in:

- The inability to use the appropriate MWV/IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

And finally, the logical analysis of the results, provided in this pre-test, attributed the subjects failure / non-mastery over these 2 lexical items to the internal factors as well

as external factors. Among the formers ones are reasons related to the target language (intralingual). These are due to the potential or inherent difficulty of IEX/MWV in the system of the English language. In the same source (i.e. the internal reasons), we might count the influence/transfer of the subjects Li:Arabic e.g. the scarcity of MWV in Arabic as well as the relevant non-conformity between the IEX in Arabic and those in English: i.e. the non-availability of the exact counterparts or equivalents in the students' mother tongue and the target language.

As for the *external factors* which affect the performance of the subjects on IEX/MWV, the following general elements could be pointed out:

- Absence or inattention to these vocabulary units in the syllabus used in Sudan universities;
- Faulty teaching materials;
- Faulty teaching methods; strategies, techniques...;
- Dearth of references, text-books etc.,;
- Paucity of the academic environment;
- The general status of English language in Sudan and the ELT situation in particular;
- Unawareness of the students/teachers of the importance of IEX/MWV in English Language and everyday use.

However, apart from their mention here, these extrinsic variables, listed above, have been verified and confirmed by the teachers' and students' questionnaire(s) presented and discussed in the present chapter.

SUMMARY AND CONCLUSION

In this chapter, we have discussed the three elicitation techniques which have been used at this stage i.e. before the introduction of the ETC (the teachers' questionnaire, the students' questionnaire and the pretest) to get information about the teaching and learning of idiomatic expressions and multi-word verbs in the context of Sudan. The main objective of the tools used in the present study is to detect the problems / difficulties facing the students as well as their teachers while dealing with these two overlapping components of vocabulary. The literature review and what have been established in the theoretical background / framework of this dissertation revealed that there are various and different obstacles which might be encountered by the native speaker and the foreign language learner.

In what follows, I will try to pull together the salient points made about the problems / difficulties of teaching learning these multi-word lexical items, on the basis of the empirical data obtained in this study. That is, a recapitulation of the findings of the two questionnaires as well as the pre-test given to the subjects of the present study. Let us start by bringing together the findings of these three elicitation tools under the sub-headings:

1) findings of the teachers' questionnaire,

2) findings of the students' questionnaire,

3) findings of the pre-test.

1. FINDINGS OF THE TEACHERS' QUESTIONNAIRE

However, an attempt has been made to group the findings of the teachers' questionnaire under the following headings: Syllabus, Materials, Learner analysis / role + affective domain, Specific problems / difficulties of T / L IEX / MWV, Classroom methodology, strategies, techniques and the inclusion of an explicit taught course (ETC) on IEX & MWV.

- SYLLABUS
- There is a general dissatisfaction about the status of vocabulary course(s) among the other components of the English syllabuses used in Sudan universities. Thus, there is discontent with the place of idiomatic expressions and multi-word verbs in the vocabulary course(s). In other words, vocabulary was felt to be neglected area in the syllabuses and hence the subsequent neglect of these 2 important sub-components of vocabulary.
- The majority of the teachers were of the opinion that the problems / difficulties of the Sudanese university students of English are related to the absence of IEX / MWV from the syllabus(es) used in Sudan.

- MATERIALS
- Almost all the teachers are not familiar with the recent literature on teaching / learning of IEX / MWV. This is of close relevance to the general paucity of books / references, textbooks, workbooks, dictionaries etc on the English language in general in Sudan. Many teachers think that the available books etc. do not help them as well their students to improve their use and knowledge on those lexical items. They do not develop the required mastery over IEX / MWV.
- IEX / MWV are some of those areas of language where a well motivated learner can make giant strides on his own if he is given the right kind of materials to work on (including vocabulary enhancement exercises).

- LEARNER ANALYSIS / ROLE + THE AFFECTIVE DOMAIN (ATITUDE / FEELING TOWARDS IEX / MWV).
- The majority of the students are not conversant with the terms idiomatic expressions and multi-word verbs.

  A small proportion of the learners can define these multi-word lexical items.
- The learners steered clear away from IEX / MWV using some avoidance strategy such as expressing the meaning in a different way replacing, for instance, an MWV with a SWV or express the sense of an IEX in unidiomatic way.

  The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.

The informants are for the suggestion that'// *is important to change the view which is based on the hypothesis that the mastering of IEX / MWV could be restricted only to the native speakers'.*

- The teachers agreed to the suggested essential role of the learner in the following 2 complementary statements:

1 .IEX and MWV are some of those areas of language where a well-motivated learner can make giant strides (quick progress) on his own if he is given the right kind of material to work on (including vocabulary development activities).

2.In learning / teaching of IEX / MWV the active involvement in the learning process can be of much greater benefit to the student than simple memorization.

- No special attention is being given to those who interested in (obsessed by) IEX / MWV.
- SPECIFIC PROBLEMS / DIFFICULTIES OF TEACHING / LEARNING IEX / MWV.
- The teachers' feedback confirmed the existence of the following problems / difficulties among other obstacles facing the students while learning IEX / MWV:
  - The use of the wrong particle and / or preposition with the verbs - a collocation problem.
  - Not being able to understand the MWV which are also IEX.

- Generally, problems arising from the special nature of MWV: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.

, Apart from the problems / difficulties cited in the above paragraph the following are also encountering the students while learning IEX / MWV:

Less attention is paid to these multi-word lexical items in the English Language syllabus they are dealing with.

- The learners faulty definition /perception of IEX/MWV.
- The students' poor knowledge / mastery of the learning strategies and skills especially the guessing-from-context strategy.

i The majority of the respondents restated that IEX / MWV are important areas of everyday English Language use.

As a result, the teachers are for the suggestion that IEX / MWV are areas that need attention and development in the Sudanese learner. Moreover, the teachers' responses confirmed that these multi-word lexical units are some of the most difficult areas of English for the foreign learners.

The teachers' answers also bore out the utility of IEX / MWV in respect of the possibility of using materials which already established meanings to express / form new meaning.

- In their responses the lecturers indicated that the idiomatic knowledge of language is essential.
- The teachers mentioned the following as problems / difficulties they have themselves faced while teaching IEX / MWV.
  - The students limited exposure to the target language and, hence, limited practice of natural and authentic expressions.
  - It was felt that there were no opportunities for the students to use IEX / MWV in the classroom.
  - The students are not equipped with the necessary strategies for guessing the meanings) of unknown lexical items.
  - The learners' ignorance of the target language culture and context.
  - The scarcity of MWV in the Li of the students (Arabic.)

- It was found that the majority of the students cannot understand some IEX / MWV when reading newspapers and magazines, listening to English programmes broadcast over the radio, watching movies and TV programmes i.e. they experienced comprehension problems.
- The students have a definition problems: they confuse or associate IEX / MWV with proverbs and colloquial language.

■ CLASSROOM METHODOLOGY, TECHNIQUES, STRATEGIES, ETC.

- The teachers agreed that the best way to teach / learn IEX / MWV is to treat them as new items and try to encourage the learners to guess their meaning from situation and context.

  This is contrary to the prevailing classroom methodology in Sudan: one way lecturing in which there is no students interaction / involvement followed by memorizing lists of lexical items.

  In learning / teaching of IEX / MWV, the active involvement in the learning process can be of much greater benefit to the student than simple memorization.
- The teachers supported the teaching strategy:

  ' If a teacher / lecturer decides to cover the meaning aspect of MWV systematically the best way is probably to concentrate on the particle'.
- The respondents are against grouping IEX / MWV together and teaching them together, simply because of some words they have in common (e.g. *let the cat out of the bag, rain cats and dogs; lead a dog's life...etc or look out, look after, look up* etc.,) are taught together.
- The teachers favoured the method / technique which treats IEX / MWV as unusually long words (multi-word lexical items) and to teach them as one would teach any new word, i.e., as they occur in a meaningful context.
- The adequate / efficient classroom strategies techniques such as discussions, group work, presentation, problem solving etc., were not followed in dealing with IEX / MWV.

- THE INTRODUCTION OF AN EXPLICITLY TAUGHT COURSE (ETC) ON IEX / MWV

The results emerged from the present questionnaire reinforce our hypothesis that the Sudanese students of English knowledge and use of IEX / MWV are inadequate for coping with their academic requirements and the social and cultural aspect of the target language. Hence, there is a need for developing an explicit taught course on IEX / MWV. 80% of the teachers recommended the inclusion of a course on IEX / MWV in the English language syllabus in Sudan universities.

2. FINDINGS OF THE STUDENTS' QUESTIONNAIRE

Overall, the first part (Questions 1 - 15) of the students' questionnaire informed us that the subjects of the present study are homogenous. They are representing of the typical Sudanese university student of English as a foreign language.

The second part (Questions 16 - 27) revealed the following salient points about the students' problems / difficulties while dealing with IEX / MWV.

- The students prefer using single-word verb rather than multi-word verbal combinations.

  This avoidance could be attributed to the scarcity of MWV in the students' mother tongue and hence they found difficulty while dealing with these multiword lexical units.
- Specific evidence of the students' problems with MWV is their inability to substitute a MWV with a SWV and vice versa.

, The majority of the subjects of this study admitted that they faced difficulty in comprehending and replacing multi-word verbal constructions with their equivalent single word ones.

. A large proportion of the informants in this survey confessed that they lacked the talent of understanding and using these multi-word lexical units in speech and writing.

i Almost all the learners do not possess the skill of seeing the fine lexical and stylistic differences between English expressions: they could not distinguish the natural and potential realization, for example, of the social act of greeting when being introduced to another person (the idiomatic usage of the language).

- IEX are available in the students' Li (Arabic) whereas for MWV, they are not frequent therein.

  Thus, they faced more problems / difficulties with MWV than IEX.
- All the subjects of this survey agreed that IEX / MWV are important and necessary for the mastery of English.
- While reading / listening the learners find difficult in identifying idiomatic verbal combinations from non-idiomatic ones.
- The students favoured the role of the learner as an active participant in the process of learning these 2 vocabulary sub-components.
- The meaning / comprehension (semantic) problems top the list of the obstacles met the learners when dealing with IEX / MWV, while the grammatical problems come on the bottom. The central area is occupied by the phonological, stylistic and definition / concept problems / difficulties among others.

3. FINDINGS OF THE PRE-TEST

In sum, the pre-test given to the subjects of this study is composed mainly of five sub-test, which further divided (with the exception of Q.I & 5.b) into four sections: Verbal, nominal, adjectival and adverbial idioms. The students' general performance varies from one elicitation technique (blank filling, multiple-choice, sentence writing/ paraphrase • -etc.) to another and from one category (verbal, nominal.. .etc.) to another.

However, from the tabulation/presentation and the discussion followed, the testees' overall performance could be described briefly as follows:

Statistically, we have the summary below:

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The statistics confirms that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. In an objective test, as those conducted in this research, the proportion of the correct answers to the wrong ones is expected to be 'high' but the percentage(s) obtained (38.57/61.43%) is low.

Linguistically, the problems / difficulties faced the learners centred around the following levels:

a. Grammatical

b. Lexico-Semantic

c. Stylistic

For the grammatical level, the examples below are illustrative:

Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)

Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence on the position(s) of adverbs, nouns object, pronouns object etc.

The place of adverbs in relation to MWV.

- The order and forms of the components of IEX: The arrangement of the individual words in a given expression (e.g. *give and take* not **take and give)* and morphology of the constituents of the IEX: singular / plural (He's burnt his boats not his boat) and the choice of the correct conjunction: e.g. *heart and soul ngl heart or soul.*
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. *carry on a conversation* not * *carry out a conversation.*

, Fixation or non-fixation of the items / elements within IEX: eg. replacing *ships* for *boats* in *He's burnt his boats.*

. The meaning and understanding (comprehension) problems / difficulties.

As the stylistic level, we count in:

i The inability to use the appropriate MWV / IEX in the relevant context(s).

Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

And finally, the logical analysis of the results provided in this pre-test attributed the subjects failure / non-mastery over these 2 lexical items to the internal factors as well as external factors. Among the former ones are reasons related to the target language (intralingual). These are due to the potential or inherent difficulty of IEX / MWV in the system of the English language. In the same source (i.e. the internal reasons), we might count the influence / transfer of the subjects' Li: (Arabic) e.g. the scarcity of MWV in Arabic as well as the relevant non-conformity between the IEX in Arabic and those in English: i.e., the non-availability of the exact counterparts or equivalents in the students' mother tongue and the target language. As for the *external factors* which affect the performance of the subjects on IEX / MWV, the following general elements could be pointed out:

- Absence or inattention to these vocabulary units in the syllabus used in Sudan universities;
- Faulty teaching materials;
- Faulty teaching methods, strategies, techniques....;
- Dearth of references, text-books etc.,;
- Paucity of the academic environment;
- " The general status of English language in Sudan and the ELT situation in particular;

• Unawareness of the students / teachers of the importance of IEX / M WV in English Language and everyday use.

Problems **and Difficulties facing the Teaching / Learning of IEX /** MWV **in Sudan**

After having grouped the findings obtained by the three data collection tools used at this stage of this study in the previous pages, we shall present blew the conclusions arrived at from these findings. This section mainly encompasses the following 2 categories:

General problems / difficulties: related to the general academic setting(s), the English language status and the ELT situation in Sudan.

Particular problems / difficulties: those closely and directly relevant to IEX / MWV.

Any discussion of the problems / difficulties of teaching / learning of IEX / MWV of English in Sudan (or elsewhere) could not be made in isolation of the general educational scene in that country. Some of these external problems / difficulties are: Language planning and syllabus; materials; methodology; teacher qualification / education and training, the academic setting / environment and the Evaluation system. The other (intrinsic / internal) problems / difficulties are those which closely relevant to the teaching / learning of IEX / MWV. These problems and difficulties could be described as the following: intra-lingual problems / difficulties; inter-lingual obstacles and teaching / learning , etc., induced problems / difficulties. However, in what follows, 1 will take these external and internal obstacles in turn.

• EXTERNAL FACTORS INFLUENCING THE TEACHING/LEARNING OF IDIOMATIC EXPRESSIONS & MULTI-WORD VERBS OF ENGLISH IN SUDAN

1. THE STATUS OF THE ENGLISH LANGUAGE IN SUDAN

During the colonial period 1889 - 1956 English had the status of a 2nd language. It was the official language and the medium of instruction in the secondary school and at the tertiary level. The situation changed dramatically from that period up to the present day.

In general, now English has the status of a FL in Sudan. The means of official transactions and the medium of instructions at all educational levels is Arabic. English is taught only as a subject in school and as a university requirement for all university students regardless of their streams: major subjects of study. This status limited the students exposure to the language and, hence, practice.

2. THE GENERAL ELT SCENARIO IN SUDAN

The ELT Scenario in Sudan is related to the previously discussed variable (the status of English Language in Sudan). English is taught as a subject as the same as other subjects. The exception to this is the students who major in English in the faculties of education / arts. Those students are subject of intensive courses in English to prepare them to teach English (particularly at the school level) or to work in external affairs, translation etc. Deteriorating standards of teaching / learning English, in both basic level (primary education) and general education as well as university level, are apparent in Sudan context. In fact no one is satisfied with the ELT situation in Sudan in general.

3. THE ENGLISH SYLLABUSES USED IN SUDAN UNIVERSITIES AND THE POSITION / PLACE OF IEX & MWV IN THESE SYLLABUSES

The English language syllabuses followed at the tertiary level in Sudan have been discussed in chapter 2 of this study and presented in appendix-1. A study of these syllabuses revealed the absence of an explicit and direct treatment of IEX and MWV from these documents : no separate course to cater for IEX / MWV.

No special attention and emphasis are given to the vocabulary component in the syllabuses used in Sudan universities. Therefore, IEX & MWV, as they are Vocabulary components, are not given the concern they deserve.

4. MATERIALS

A quick look at the materials used in Sudan exhibits the paucity of the available teaching aids or the complete absence of teaching aids. Even (personal) efforts and initiatives by some lecturers in making teaching aids or additional teaching or supplementary teaching materials can have no effect as there may not be any place to either store or display them.

Scarcity of books, textbooks, workbooks, and references adds to the suffering of the learners in Sudan as well as their teachers themselves. The availability of the latest editions and the up-to-date publications, in general, is far beyond the reach of the educational institutions in Sudan.

5. TEACHERS' QUALIFICATION / EDUCATION AND TRAINING

Generally speaking, there is dearth of lecturers / teachers of English at the university level in Sudan. Those who work in arts and education faculties are asked to teach in other faculties / colleges (teaching ESP / EAP) as well as their heavy load in their respective faculties / colleges. Some of these lecturers are not sufficiently trained to cope with the problems / difficulties facing the T / L processes as action researchers. They are not familiar with all the possible techniques and procedures. The brain drain: the migration to the gulf countries and the change to other jobs (diplomacy, translation) is one of the permanent problems facing the T / L of English in Sudan. As a result, Sudan suffers from a lack of trained and efficient lecturers of English.

6. METHODOLOGY

As in most Arab countries, the 'grammar-translation' method is manifested in different and various shapes and practices of language teaching / learning especially in general education. The use of bilingual dictionaries: Arabic-English-Arabic...There is a frequent and considerable use of Li in the classroom. The excessive use of Arabic in English classes, by students (and sometimes by their teachers), which minimized the exposure and practice of the target language, should be avoided if the situation is to be improved. The students are probably not exposed to adequate instructions.... English is not taught as a set of skills (serving a communicative purpose...) it is considered to be as an informative (content) subject in which the students are given instruction (most likely one way lecturing not teaching) consisting of texts to be analyzed grammatically and lists of words to be memorized.

7. THE GENERAL ACADEMIC ENVIRONMENT

The general setting, especially for those who specialize in English at their university education, is not convenient and suitable for learning / teaching since the students are hardly got exposed to English outside the classroom. This unhelpful environment for practicing English should be made more convenient and more conductive to teaching and learning in a proper and sound atmosphere.

The physical conditions of some of the universities and the large number of students in classes minimize the exposure and practice and the use of the effective teaching techniques as pair, group work, discussion, seminars etc. To resolve any teaching / learning problems, difficulties, a mere change in the courses or methodology would not be of any help and can not bring any desirable results, unless the academic environment is made more convenient.

8. EVALUATION SYSTEM

The evaluation of the students is made only on the basis of the final exams. Continuous assessment : class-work, homework and tests are rarely used to measure the students performance and progress. This faulty examination system is not confined only to the Sudanese Certificate but is the general practice even at the tertiary level. The best student is one who scores highest in memorization or knowing only a limited number of texts and rules (especially grammatical rules).

In the previous pages, we have discussed briefly some of the general problems / difficulties which influence the teaching and learning of English in Sudan. These obstacles are presented and treated because they have their impact on the teaching and learning of the English language in general and thus their influence on the teaching / learning of any skill / sub-skill or any components. Since the above discussed factors are of general nature we have touched on them briefly.

However, in what follows we will discuss those obstacles, which seem of close relation with the teaching / learning of IEX / MWV. Some of these problems / difficulties are:

1. Definition, semantic problems / difficulties: meaning, lexical and collocational;

2. Grammatical (syntactic & morphological);
3. Orthographical / phonological and
4. Stylistic

INTERNAL FACTORS INFLUENCING THE TEACHING / LEARNING OF IEX/MWV IN SUDAN

After getting the feedback from the teachers'/students' questionnaires as well as the pretest administered to the students, the following is a summary of the particular problems / difficulties of teaching / learning of IEX & MWV of English in the context of Sudan. On the basis of the errors made by subjects in the PRT it can be concluded that either the students did not know the IEX / MWV semantic and grammatical rules: formation rules etc. or they were exposed to bad techniques / strategies of teaching / Learning. The particular / specific problems and difficulties of teaching and learning IEX and MWV could be gathered as follows:

Definition, semantic: meaning, lexical and collocational problems / difficulties;
Grammatical (syntactic & morphological);
Orthographical / phonological and
Stylistic

In the same internal category, there are other problems / difficulties such as:

- Students' unawareness of the importance of IEX / MWV.
- Students are probably not exposed to appropriate instructions or else they either neglect or do not know / know very little about IEX / MWV.
- Lack of learning / learning strategies.
- Faulty methods.
- Bad techniques of teaching / learning vocabulary used by the teachers

- Lack of the suitable learning / teaching materials: especially books, workbooks and IEX / MWV dictionaries.
- Non-familiarity with IEX / MWV.

Some specific instances of the linguistic problems / difficulties faced the Sudanese learners **are:**

For the **grammatical level, the examples below are illustrative:**

t Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)

- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence of the position(s) of adverbs, nouns object, pronouns object etc.

- The place of adverbs in relation to MWV.

- The order and forms of the components of IEX: the arrangement of the individual words in a given expression (e.g. give and take not *take and give) and the morphology of the constituents of the IEX: singular / plural (He's burnt his boats not his boat) and the choice of the correct conjunction: e.g. heart and soul not heart or soul.

- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. *carry on a conversation not * carry out a conversation.*
- Fixation or non-fixation of the items / elements within IEX: replacing *ships* for *boats* in *'He's burnt his boats'.*
- The meaning and understanding (comprehension) problems / difficulties.

At **the stylistic level, we count in:**

- The inability to use the appropriate MWV / IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a **highlj** idiomatic colloquial text into normal or ordinary one.

Overall, the present chapter has tried to answer the question 'What are the problems / difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?' Moreover, an attempt has been made to account for these problems / difficulties.

CHAPTER SIX

HOW TO SOLVE THE PROBLEMS AND ELIMINATE THE DIFFICULTIES OF TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN THE CONTEXT OF SUDAN?

6.1 INTRODUCTION

In this chapter, we shall present or introduce the means, approaches...etc. through which we can solve the problems and eliminate the difficulties facing the teaching and learning of idiomatic expressions and multi-word verbs of English in Sudan. In doing this we will make, of course, use of the principles, techniques, strategies etc. of teaching learning vocabulary since these two components (IEX & MWV) are mainly vocabulary matter. The emphasis will be, here, on the well-known tool, in vocabulary and language learning / teaching literature: *contextualization.* The teaching / learning theory, which will underlie this task, is the mentalistic view of language / the cognitive approach: explicitness and conceptualization. However, this chapter will include the following:

- A brief recall of the problems / difficulties facing the teaching and learning of idiomatic expressions and multi-word verbs of English in Sudan: Recapitulation of what detected in Chapter 5 (Section 6.2).
- Teaching and Learning of idiomatic expressions and multi-word verbs of English in perspective (Section 6.3). This encompasses in general:
  - Principles, approaches.. .etc. of teaching / learning language.
  - Principles and approaches of teaching / learning vocabulary.
  - Principles and approaches of teaching / learning idiomatic expressions and multi-word verbs of English.

A further emphasis will be given through the chapter discussing vocabulary teaching techniques and learning strategies with close reference to those related to idiomatic expressions and multi-word verbs.

. Teaching and Learning Vocabulary in Context. (Section 6.4)

, Teaching and Learning of idiomatic expressions and multi-wore verbs of English in context. (Section 6.5)

. The explicit taught course on idiomatic expressions and multi-word verbs (given to the subjects of this study) (Section 6.6).

This course will be discussed under the following sub-headings.

- Introduction: the rationale and objectives of the ETC.
- What are the teaching / learning theories / approaches behind the course?
- Course source(s) and outlines / contents
- Course evaluation: evaluating the course materials: using Harmer's materials evaluating form.
- Implementing the course: classroom practices, lesson plan, handouts, methodology techniques, timing etc.

• The post-test: the impact of the course...measuring the effectiveness of the explicit taught course, on idiomatic expressions and multi-word verbs, on the performance of the subjects (Section 6.7): the post-test: description, administration, marking and analysis: results and findings.

• Summary and Conclusion (Section 6.8)

6.2. Recapitulation of the Problems / Difficulties of Teaching / Learning of IEX and MWV of English in the Context of Sudan.

In this section, we shall recall the problems / difficulties of teaching and learning of IEX & MWV of English in the context of Sudan. These problems / difficulties were detected on the basis of the three elicitation techniques used to obtain the data at this stage in this study: the teachers' questionnaire, the students' questionnaire and the pre-test. The reader is reminded that in the previous chapter (5), we have grouped these obstacles under two main categories: the first encompasses the external problems / difficulties whereas the second includes the internal problems / difficulties.

However, these problems / difficulties will be provided briefly in this section using the same classification above.

- **The external problems / difficulties of Teaching and Learning of IEX / MWV**

These problems / difficulties are general in nature but closely related to the teaching and learning of the English language in general and, hence, they have their influence in the teaching / learning of IEX and MWV. These problems / difficulties were obtained by surveying the English language syllabuses used in Sudan Universities, evaluating the materials etc., as well as the relevant questions in the students' / teachers' questionnaire. Moreover, the researcher observation and experience as a student and teacher can, subjectively, support this listing of problems / difficulties. These extrinsic problems / difficulties could be summarized as below:

1. **The Status of the English Language in Sudan**

At the present time, English has the status of a foreign language in Sudan. It is taught only as a subject in school and as a university requirement for all university students regardless of their major subjects of study. The exception to this case is the students who take up English as a major / minor field of study in the departments of English, at the faculties of Arts & Education. This status limited the students' exposure to the language and, hence, practice.

2. **The general ELT Scenario in Sudan**

The situation of the ELT in Sudan is closely related to the status of English in Sudan (discussed in the previous paragraph). English is considered and taught as the same as the other subjects with the exemption of the students who specialize in English. In sum, the ELT situation in Sudan is not satisfactory.

3. **The English Language Syllabuses used in Sudan Universities**

The English language syllabuses used at the university level in Sudan have been discussed in Chapter 2 of the present study (see Chapter 2 and appendix 2 for further details). A study of these syllabuses revealed the absence of an explicit and direct concern

and treatment of IEX and MWV in these documents: no course to deal with these multi-word lexical items.

4. The Materials used **in** Sudan

Examining the materials used in Sudan exhibits the paucity of the available teaching materials and sometimes the complete absence of certain teaching aids. Scarcity of the necessary books, textbooks, workbooks and references adds to the hardship of the Sudanese learners as well as their teachers themselves.

5. **Teachers' Qualification / Education and Training**

In general, there is dearth of the qualified lecturers / teachers of English at the tertiary level in Sudan. The available cadre / staff who work in arts and education faculties are asked to teach in other faculties (i.e., teaching ESP / EAP) as well as their load in their respective faculties. Some of these teachers are not sufficiently trained to cope with the problems / difficulties facing the teaching / learning processes as action researchers. They are not familiar with all the possible techniques and procedures required for teaching / learning of language.

6. **Methodology used in Teaching English in Sudan**

As in most Arab countries, the 'grammar-translation' method is used in Sudan, taking different and various shapes and practices, especially in general education. The use of bilingual dictionaries: Arabic-English-Arabic. The frequent and considerable use of the mother tongue in the classroom by the students and their teachers themselves. This excessive use of Arabic in the English classes minimizes the exposure and the practice of the target language. And finally the students might have been exposed to faulty teaching techniques, learning strategies etc.

7. **The General and Academic / Educational Environment**

The general academic setting, particularly for those who specialize in English at their university education, is neither convenient nor suitable for learning / teaching since the students are hardly got exposed to English outside the classroom. The physical

conditions of some of the universities and the large number of students in classes minimize the stipulated exposure and practice and the use of the effective teaching techniques as pair work, group work, discussion, seminars etc.

8. **The Evaluation System**

The evaluation of the students is made always on the basis of the final exams. Continuous assessment: classwork, homework and internal tests are rarely used to measure the students' performance and progress. This faulty examination system is not confined only to the general education but it is also the general practice at the university level.

- **The Internal Problems / Difficulties of Teaching / Learning of IEX** / MWV

Some of the intrinsic problems / difficulties of teaching and learning of IEX / MWV could be gathered as below:

1. Definition, semantic problems / difficulties (meaning and lexical / collocation);
2. Grammatical (syntactic and morphological);
3. Orthographical / phonological; and
4. Stylistic

Let us take up briefly these problems / difficulties in the following pages.

Problems / Difficulties of IEX / MWV

General Introduction

MWV (eg. *step up, lay on, take up)* are commonly used by native speakers but constitute a well-known stumbling block for foreign learners, who because of the associated problems of structure or meaning may fall back on a more formal one word equivalent *increase, provide, continue.* The vocabulary of English is full of short phrases consisting of a verb and a particle such as up, down, through and across. Although they may appear simple, combinations such as *break down, make up* and *take out* represent one of the most complex and difficult problems for students of the language. There are various major areas of difficulty. By the same token, IEX are one of the most interesting and *difficult* parts of the English vocabulary. They are interesting because they are *colourful and lively* and because they are linguistic curiosities. At the same time, they are difficult because they have *unpredictable meanings or collocations and grammar.*

]. Definition and Semantic problems/difficulties : meaning and understanding: IEX

- On the top of the list of problems / difficulties facing the teaching and learning of idiomatic expressions, one can place the problems of meaning. The meaning as a whole is not deducible from the meanings of its component morphemes and tagmemes or any sub-grouping thereof.
- It is often impossible to guess the meaning of an idiom from the words it contains.
- hi addition, idioms have stronger meaning than non-idiomatic phrases. For example, 'look daggers at sb' has more emphasis than 'look angrily at sb'. The literal meaning of the words has little or nothing to do with the real meaning of the idiom.
- An idiom is a phrase whose meaning is difficult or sometimes impossible to guess by looking at the meanings of the individual words it contains. For example, the phrase 'be in the same boat' has a literal meaning that is easy to interpret, but it also has common idiomatic meaning:

  I found the job quite difficult at first. But everyone was in the same boat; we were all learning.

  Here, 'be in the same boat' means 'to be in same difficult or unfortunate situation'.
- Of all the difficulties the most familiar is that of meaning: to the learner, idioms such as 'fill the bill' or 'spill the beans' do not mean what they appear to mean. The sense of the whole cannot be arrived at from a prior understanding of the parts.
- They may have difficulties of understanding or interpretation (especially when the form of an expression is a poor guide to its meaning).

Phrasal Verbs (MWV) often have composite meanings which are *not* normally deducible from their parts, for example, *make out* (understand), *take in* (deceive), *come by* (obtain).

- 'I'm not going to put up with this kind of treatment any longer'. All the words in this sentence link with one another and help to make up the sense of the sentence, but *3 words* in particular (put, up, with) are firmly linked together: They operate as a unit, and have one meaning: *'tolerate'* or *'endure'*.
- Ambiguity, John put up with Mary *(=stay with* and *tolerate)*

Other Semantic problems / difficulties: (IEX / MWV)

- **(Idiomatic / non-idiomatic distinction)** receptively, not being able to understand the(se) multi-word verbs which are also idioms.
- There are many MWV which are complete idioms and have to be learnt as units e.g., show someone up (=humiliate), make something up (=invent), make someone out (=expose) and so on.
- How do we know whether the words *fall out* as used in 'I was pleased with the way things had fallen out' form a unit of meaning (an idiom) or not? An idiom can be recognized by a number of simple tests, and these have to do with meaning rather than grammar. One test is to ask whether one word can be substituted for the whole phrase *fall out.* (We can substitute 'happen' and 'occur'). Another test is to ask whether the second word can be deleted. (It can't)…

In MWV we distinguish 3 types of sub-classes (in respect of the idiomatic / non-idiomatic distinction):

a) The verb and particle keep their individual lexical meanings, as in 'look over' (inspect), 'set up' (organize).

b) The verb alone keeps its basic lexical meaning and the particle has an 'intensifying' function: find (out) = (discover), sweep (up), spread (out).

c) The verb and the particle are fused into a new idiomatic combination, the meaning of which is not deducible from its parts, for example, *bring up* (educate), *come by* (obtain), *put* (^(postpone), *turn up* (appear), *come in for* (receive).

The lexical values of the particles have been lost, and the entire verb-particle combination has acquired a new meaning.

A French speaker would surely understand 'continue' more readily than 'take up', while a native speaker might have difficulty in explaining the sense of the combination in terms of its constituent parts. They may have trouble in discriminating accurately between various meanings of the 'same' item - those of*put out,* for example, or *take in.*

Multi-word verbs are often of particular problem for foreign learners of English for the following reasons[1]

One reason is that in many cases, even though students may be familiar with both the verb in MWV and with the particle, they may not understand the meaning of the combination, since it can differ greatly from the meanings of the two words used independently. For example, *make, put, out* and *off are* all very common words which students will encounter in their first weeks of learning English, and yet the combinations, *make out* and *put offaie* not transparent. *Make out* can mean 'perceive' or 'deter', amongst other meanings, these meanings are unrelated to the meanings of the individual words in the combinations. The fact that MWV have a number of different meanings adds to their complexity. The meaning of a multi-word verb, for example, often bears no relation to the meaning of either the verb or the particle which is used with it. This means that MWV can be difficult both to understand and to remember. Neither does it help that multi-word verbs have several meanings nor that their syntactic behaviour is often unpredictable.

Collocation

- One of the difficulties facing the learner wishing to write (or speak) acceptable English is the difficulty of knowing exactly which nouns or adjectives can combine with particular MWV. A native English speaker will know that it is natural and normal to say *carry out an investigation* NoT *"carry out a conversation.* Combinations of words that are all natural and normal to native speakers are called *Collocations.* The actual noun...etc that can combine with a particular MWV are called as *Collocates.* (So, 'conversation' is one of the collocates of'carry on').
- In fact a close study of MWV (and of more complex idioms containing MWV such as 'make up one's mind') brings to light many curious anomalies of form and meaning.

While we can equally well talk of 'angling for' or 'fishing for compliments', where the verbs are as freely interchangeable as when they are used in a literal sense, we would not say of a friend that 'he had difficult in making up his *thoughts'* (as distinct from *'his mind").* And while we might want to say of him that

> 'he found it hard to hit the nail on the head', we would not substitute 'strike' for 'hit' unless we were thinking literally of his skill with the hammer rather than figuratively of his inability to say precisely what he meant.

Among collocational pitfalls of this kind the mature speaker ot the language picks his way with unconscious ease. The foreign student, though, looks for clear guidance on many hundreds of multi-word verbs in current use often in considerable detail.

- Knowing *how* many words, and *which* words, to substitute is important for the learners, because failure to make the right choices, may result in combinations that no native speaker would produce. It is for this reason, among others, that many foreign learners stear clear of English idioms altogether. The student therefore needs clear guidance on thesey?«e *points of lexical detail.*

» One recurrent problem faced by foreign learners wishing to use or understand English Idioms is tht while some are entirely fixed others allow the speaker a measure of choice....the choices open to him may vary both in kind and in degree. Faced with the idiom *burn one's boats,* for example, he must understand that while the verb *'burn'* can be used in many of the tenses associated with its non-idiomatic use, idiomatic *'boats'* can only occur in the plural form. Moreover, while 'bridges' (also plural) can be substituted for 'boats' with no change of meaning, 'ships' cannot not. The extent to which the term of an idiom can be altered in these various ways is largely unpredictable, so errors can easily be made

- There are frequently strong collocational associations between multi-word verbs and other words. Thus in some cases a particular word or small set of words is the only one normally found as the subject or object of a particular verb.
- A problem commonly facing the user of a MWV or large idiom is that of deciding how fixed it is. Take for example, the complex expression:

Buck one's ideas up.

How invariable is this?

Can 'up' be deleted?

Is 'thoughts', say, freely substitutables for 'ideas'?

Students (need clear guidance on fine points of lexical detail such as those, as also on the question whether singular 'idea' is as acceptable as plural 'ideas', since without it they may produce such variants as *buck one's idea* or *buck one's notions up.*

2. Grammatical problems

- **(General)**

The same combination of words may be used in a variety of grammatical structures. Think of *ran up* as used in *A girl ran up, The spider ran up the wall, The solider ran up a flag* and *Would you mind running me up the road?* Here the sentence patterns are all quite different, even though the meanings are related...

And again, they may need help in distinguishing between multi-word verbs which are related in form *{level off and level up; sign in, sign up,* and *sign out)* though not necessarily in meaning.

I Preposition / adverb particle distinction

Some particles such as *'about, over, round* and *through'* can be used as *both* adverbs and prepositions in particular MWV combinations, although in other combinations they are used *either* adverbially *or* prepositionally. This distinction / difference affects the grammar of the whole sentence.

- Generally, problems arising from the special nature of these verbs: their different structural patterns (e.g. with pronouns).
- Objects, particles and pronouns' position.

  In verb + particle combination the verb is often separated from its particle so we can say: *put down that book* or *put that book down.*

  But in verb + preposition combination the separation is not possible in this way.

  Compare:

  'John is looking after the children' and

  *'John is looking the children after'.

Pronoun object:

Put it down not * *put down it.*

Look it up not * *look up it.*

Take it away not **take away it.*

John's looking after the children.

* John's looking the children after.

John's looking after them.

* John's looking them after.

Other illustrations of the various and different syntactic patterning of MWV with regard **to:**

- Noun object position in relation to particle / preposition:

  They call the man up. /

  They call up the man. (particle)

  They call on the man. (preposition)

  •They call the man on.

- Position of personal pronoun object:

  They call him up. (particle)

  *They call him on. (preposition)

  They call on him. (preposition)

- Position in relative clause:

  The man up whom they call, (particle)

  The man on whom they call, (preposition)

- Adverb insertion:

  *They call early up the man. (particle)

  They early call up the man. (particle)

  They call early on the man. (preposition)

  *They call on early the man. (preposition)

Therefore, preposition / (adverb) particle distinction is very useful since it influences the syntactic behaviour of these verbal combinations (i.e., MWV).

I **Form and Definition problems**

- There are superficially similar sequences to MWV consisting of *verbs and prepositional phrases:*

  John called from the office.

  John called after lunch.

  John called from under the table.

In this combination the prepositional particle (from, after, from under) is more closely related / connected with the head of the prepositional phrase.

• • There is a *verb-adjective* combination that is very similar to MWV.

He *put* the *cloth straight...* (V + adj)

He put it out (MWV + adv. particle)

Other examples of verb + adjective combinations are : cut short, set free,...

• Syntactic problems / difficulties

WORD ORDER

A syntactic difference / problem is that the particle in MWV can often stand either before or after a noun whereas it can only stand after a personal pronoun:

Call up the man. /

Call the man up.

Call him up.

•Call up him.

Call up 'him, not his 'sister (it has contrastive emphasis / stress so, in this case, the given word order is acceptable: v + particle + pronoun).

Transformation:

The Transformation possibility (or impossibility) of some idiomatic expressions. Do they admit passivization, (pro) nominalization etc.?

Passivization:

The general basic rule in passivization is knowing whether the combination is transitive or intransitive: eg. take off:

He took off his hat. (transitive) transformation is possible.

The plane took off at 10° clock (intransitive) (not possible).

'Let the cat out f the bag' it is possible to make this expression passive and say:

The cat has been let out of the bag.

This is possible because the underlying meaning (reveal a secret) can also be made passive (the secret has been revealed). An expression like, 'it was raining cats and dogs' ('it was raining heavily') obviously cannot be made passive because of the underlying meaning.

But this will not always explain what is possible and what is not possible as far as altering the structure of idioms is concerned, and learners may need some help on this *difficult task.*

Other examples of acceptance (or non) of passivization are:

John called up the man. •

The man was called up.

John put up with the man. •

The man was put up with.

Look at these 2 sentences:

1. She always *looked after* her father when he was ill.

•2. Jane *arrived after* her uncle, who was early.

Sentence 1 contains MWV while the 2nd is simply a verb + preposition. Because it is a structural unit, transformation can be applied to 'look after' which cannot be applied to 'arrived + after'. 'Look after' can, for example, be made passive: 'He was always looked after by his daughter when he was ill'. The second sentence 'Jane arrived after her uncle who was early' can not be made passive. 'Look after' is not only a structural unit, it also a semantic unit.

Nominalization

Some MWV can be transformed into nominalized forms (derived - noun forms) while other do not admit this transformation. The following examples are illustrative:

break down • a breakdown

make up • a makeup / make-up

But 'draw out' does not admit nominalization: * drawout.

I Morphological problems / difficulties

One recurrent problem faced by foreign learners wishing to use or understand English idioms is that while some are entirely fixed others allow the speaker a measure of choice. ....the choices open to him may vary both in kind and in degree. Faced with the idiom *burn one's boats,* for example, he must understand that while the verb *burn* can be used in

many of the tenses associated with its non-idiomatic use, idiomatic *boats* can only occur in *ft\e plural form.* Moreover, while *bridges* (also plural) can be substituted for *boats* with no change of meaning, *ships* cannot. The extent to which the form of an idiom can be altered in these various ways is largely unpredictable, so errors can easily be made.

- **Semantic and Grammatical Level**

Complex Idiom: fixed collocation of some constituents:

Sometimes, a pair of words such as 'make up' or 'blow off seem to have an additional word (or words) attached to them in such a way that the whole phrase forms one complex idiom (one semantic and grammatical unit). Consider in this respect 'make one's mind up' and'blow of steam'.

It is not always easy for the learner to see that the extra words form part of a larger whole, one that must be learned as a single unit.

To sum up the problems / difficulties of MWV at the grammatical level we pull together some particular grammatical problems associated with multi-word verbs.

- For example, there are restrictions on the *position(s)* in which an adverb can be placed in relation to the object of a verb.
- Some particles, such as *about, over, round* and *through* can be used as *both adverbs or prepsotiions* in particular multi-word verbs, although in other combinations they are used *either* adverbially *or* prepositionally.
- Some multi-word verbs are not normally used with pronouns as objects, others are normally only used with pronouns as objects, (e.g. with reflexive pronoun: X writes himself out: By the age of 45, he wrote *himself out.)*

3. **Orthographical / phonological problems / difficulties**

Orthographical level

IEX & MWV are subject to the general orthographical rules. However, there are some exceptions of these general rules. An illustrative case is the derived-noun forms. It is possible to give firm guidance on how nouns in *Particle + base form* and *Particle + ing form* are regularly written or printed. British and American practice is to write them

fully joined, as in *downturn, offprint; outpouring, upbringing* and they appear in that form in dictionaries. As regards the major class 'base form (of verb) + particle', some uncertainty is inevitable in making recommendations to users / learners. The difficulty arises from the fact that many of the nouns exist in *two* written forms (fully linked and hyphenated) in British English, and individual users and printing houses differ in the conventions that they favour.

Phonological level

Since the tests used in obtaining the data in this study are in written forms, the phonological aspect could not be tested. However, the information arrived at, here, is based on the relevant questions in the 2 questionnaires used in this survey. There are problems arising from the special nature of MWV, their special stress patterns. For instance, the (adverbial) particle in MWV is normally stressed, and, in final position, bears the nuclear tone, whereas the preposition (in verbal combinations) is normally unstressed and has the tail of the nuclear tone on the lexical verb:

He called 'up the man.

The man was called 'up.

He 'called on the man.

The man was 'called on.

4. Stylistic Problems / Difficulties

MWV, such as *step up, lay on, take up,* are commonly used by native speakers but constitute a well-known stumbling block for foreign learners, who because of the associated problems of structure and meaning may fall back on a more formal one word equivalent - *increase, provide, continue.* IEX often have stronger meaning than non-idiomatic phrases. For example, 'Look daggers at someone' has more emphasis than 'Look angrily at someone', but they mean the same thing.

6.3 Teaching and Learning of Idiomatic Expressions and Multi-Word Verbs of English in Perspective

Idiomatic expressions and multi-word verbs' learning strategies and teaching techniques are **a** part of vocabulary learning strategies and teaching techniques which in turn are part of language learning strategies and teaching techniques (and the latter are part of the general learning strategies and teaching techniques).

6.3.1 Vocabulary Learning Strategies and Teaching Techniques

To begin this section, let us define the term vocabulary:

What is Vocabulary?

Vocabulary can be defined roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law,* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *"call it a day',* where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover **all** such cases by talking about vocabulary 'items' rather than 'words'. (Penny Ur's definition) Bearing in mind the above definition we find that idiomatic expressions and multi-word verbs are vocabulary items.

6.3.1.1. What needs to be taught / learned?

Regarding vocabulary teaching and learning the question of what to be taught / learnt could be raised.

1. Form (pronunciation and spelling): the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).
2. Grammar: the grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules.
3. Collocation.
4. Aspects of meaning:
    a. Denotation, connotation, appropriateness.
    b. Meaning relationships:
    Synonyms

Antonyms

Hyponyms

Co-hyponyms

Superordinates

Translation.

5. Word formation

6.3.1.2 **Vocabulary Learning Strategies**

The rise in the importance of strategy use in second language learning grew out of an interest in the learner's active role in the learning process. It is not easy to arrive at a definition of what strategy is, but to deserve attention from a teacher a strategy would need to:

1. involve *choice,* that is, there are several strategies to choose from
2. be *complex,* that is, there are several steps to learn
3. require *knowledge* and benefit from *training*
4. increase the *efficiency* of vocabulary learning and vocabulary use.

There are numerous strategies which have these features. Learners not only need to know about these strategies, but need to have skill in using them.

6.3.1.3 **A taxonomy of vocabulary learning strategies**

Gu and Johnson (1996) taxonomy

- belief about vocabulary learning,
- meta-cognitive regulation,
- *guessing strategies,*
- dictionary strategies,
- note-taking strategies,
- memory strategies (rehearsal),
- memory strategies (encoding) and
- activation strategies

Williams (1985) identifies five potentially trainable strategies for working out the meaning of unfamiliar words in written text. These include:

1. *inferring from context,*
2. identifying lexical familiarisation,
3. unchaining nominal compounds,
4. synonym search and
5. word analysis.

Williams suggests that these become the focus of deliberate, intensive teaching.

The following taxonomy tries to separate *aspects* of vocabulary knowledge (what is involved in knowing a word) from *sources* of vocabulary knowledge, and learning processes.

Let us look at each of these types of strategies in turn.

Planning vocabulary learning

Teachers should be able to justify the time and effort spent on guessing strategy to themselves, their learners and other teachers.

In any list of vocabulary learning strategies, guessing from context would have to come at the top of the list. It is the most important way that Language users can increase their vocabulary. It deserves teaching time and learning time. A well planned vocabulary development programme gives spaced, repeated attention to this most important strategy.

The 'importance' could be attributed to

- the strategy accounts for most vocabulary learning by native speakers
- the enormous number of words that can be dealt with and perhaps learned through this strategy
- the effectiveness of the strategy
- the benefits of the strategy in contributing to reading and listening comprehension.
- though the fact that learners differ widely in their control of this skill, training can narrow these differences.
- the need for this skill in dictionary use.

6.4 Teaching and Learning Vocabulary from / in Context

One feature of the everyday situations in which we inquire about the meaning of words (vocabulary items) is that we are frequently told that *'it depends on the context'*. ('Give me the context in which you met the word; and I'll tell you its meaning.') It is often impossible to give the meaning of a word without 'putting it in a context'; and dictionaries are useful in proportion to the number and diversity of the 'contexts' they cite for words / vocabulary items. Frequently, and perhaps most typically of all, the meaning of a word is explained by giving a 'synonym' with an indication of the contextual limitations governing the use of the word in question. Facts, such as these — the diversity of the ways in which, in practice, we state the meaning of words, the 'circularity' of the vocabulary, and the relevance of 'context'— are important in teaching / learning vocabulary items. Let us now look at the most important of all of the vocabulary learning strategies in detail.

6.4.1 Learning words from context

Incidental learning via guessing from context is the most important of all sources of vocabulary learning. This is particularly true for native speakers learning their first language. It should also be true for second language learners, but many do not experience the *conditions* that are needed for this kind of learning to occur.

6.4.1.1 Conditions necessary for learning from context and how they can be established?

- How successful learners can be at guessing?
- How much and what kind of learning can occur from this guessing? and
- The kinds of clues available for guessing.
- How learners can be helped to become skilful at guessing from context?

6.4.1.2 Intentional and incidental learning of vocabulary

Learning vocabulary from context is often seen as something opposed to the *direct intentional learning and teaching of vocabulary.* This is an unfortunate view and the position taken in this study is that they are complementary activities, each one enhancing the learning that comes from the other.

In this study, learning from context (and teaching in context) is taken to mean the *incidental* learning of vocabulary from reading or listening to nomral language use while the main focus of the learners' attention is on the message of the text. The texts may be short or long. Learning from context thus includes learning from extensive reading, learning from taking part in conversations, and learning from listening to stories, films, television or the radio. Learning from context does not include *deliberately* learning words and their definitions or translations even if these words are presented in isolated sentence contexts. Context sentences and phrases are valuable aids in intentional, language - focussed vocabulary learning and part of the confusion behind the learning from context / learning from lists argument is to see the difference as relying on the presence or absence of context, rather than the distinction of incidental learning and language - focussed intentional learning. (However, we accept that all learning involves conscious attention). Because of the importance of guessing from context, it is worthwhile for both teachers and learners to spend time working on guessing strategies.

- What proportion of unknown words can be guessed from context?

  To answer this question properly, we need to look at guessing from context which occurs *under realistic and favourable conditions.*

- Guessing where learners already know a large proportion of the words in the text. This is necessary for learners to be able to use the clues for guessing the unknown words.

1. A critical factor in successful guessing is the *learners' vocabulary size,* because this will affect the density of unknown words in a text. In most studies of second language learners, getting the *optimal ratio* of unknown to known running words may involve using simplified or adapted texts.
2. *The actual words not known by each learner.*

   This means that the choice of words to be examined needs to take account of actual learner knowledge, and cannot rely on teacher intuition or the unsystematic choice of words from a text. (The availability of context clues).

3. *Learner skill is a critical factor in guessing (best guessers / averages)*
4. *Learners must be given credit for guessing that are not 100% correct but which make a small but positive contribution to knowledge of the meaning of the word.*

Learning by guessing from context is a cumulative procedure by which learners gradually develop their knowledge of words. It is likely, at least for some words, that the initial meetings with a word in context simply give rise to a vague knowledge of the form of the word and the awareness that it is unfamiliar and thus should get some attention next time it occurs.

5, It is important to distinguish between *guessing from natural contexts and deliberate learning with specially constructed or chosen contexts.*

6. Quantity of reading (with the opportunity for previously met items to recur within a certain time) may be an important factor in learning from context.

4.1.3 **How much vocabulary is learned from context?**

How much learning occur from normal reading?

- *Working out* the meaning of a word from context.
  Remembering the meaning of a word worked out from context.
- It is important to see learning as involving even *small increases in knowledge* of a word.
  Learning from context is a cumulative process where meaning and knowledge of form are gradually enriched and strengthened.
- It is important to see if the contexts and conditions for learning are typical of normal reading.

- **There are several things that can happen to an item met in context.**
  - It is guessed correctly to some degree *and* at least *partially* learned. (This may happen for 5% to 10% of the words.)
  - It is guessed correctly to some degree *but nothing* about it is learned. This probably happens to many words.
  - It is guessed incorrectly.
  - It is ignored, possibly because it is not important for the wanted message in the context.

- Texts on unfamiliar topics could be better sources of learning from context. This is an intriguing hypothesis which has very important implications for teachers and learners, particularly with regard to choice of text and pre-teaching about the information in the text.

B Incidental vocabulary learning from context is small in the actual number of items learned.

1. Incidental vocabulary learning is only one of the various kinds of learning that can occur when learners read. Not only can they begin to learn new words and enrich known ones, they can also improve grammatical knowledge, become more familiar with text structure, improve reading skills, learn new information and learn that reading can be an enjoyable activity.

2. Small gains become large gains if learners do large quantities of reading.

3. Learning rates can be increased considerably by some deliberate attention to vocabulary.

B It is important that learners do large quantities of interesting reading. Large quantities for second language learners means something like a graded reader of a suitable level every week.

B Second language learners should *not* rely solely on incidental vocabulary learning from context; there needs to be judicious attention to decontextualized learning to supplement and be supplemented by learning from context. Direct vocabulary learning and incidental learning are complementary activities.

B [Unfamiliar topics] Easy guessing - poor vocabulary learning.

B Inferring from context followed up by consulting a dictionary.

B I Finding an Li synonym - effective paraphrase?

1 Vocabulary Learning is best regarded as a *cumulative* process.

6.4.1.4 What can be learned from context?

What is being learned?

- *New label* for familiar concept, (unfamiliar concept: *both* the concept and the lable need to be learned).

I, Number of occurrences. The more often an unknown word occurs the greater the chance of guessing and learning it.

2. Proximity of recurrence. The closer the repetitions the more likely the clues from each occurrence will be able to be integrated.

3. Variability of contexts. The more different the context in which a word recurs the greater the range of clues available.

4. Presence of relevant clues. Some contexts have useful clues, some do not.

5. Proximity of relevant clues. The nearer the clues are to the unknown word, the more likely they are to be used.

6. Number of relevant clues. The more clues there are, the easier the guessing.

7. Explicitness of relevant clues. A clearly signalled synonym within context helps learning.

8. Density of unknown words. If many unknown words are close to each other, they will be harder to guess....that successful guessing related to second language learners' vocabulary size. This is at least partly because the greater the learners' vocabulary size, the greater the number of known words in the surrounding context.

9. Importance of the unknown word to understanding the text. The more needed a word is, the more likely a learner will put effort into the guessing.

10. Prior knowledge of the topic. Real world knowledge can play a vital part in guessing. Learners who already have a topic-related script or schema can use this to help guessing.

II. Familiarity of the concept. If the concept is already known, guessing is easier. If the concept is strange and unusual, guessing is difficult.

12. Familiarity of the referents. If the ideas in the clues are familiar to the learners, guessing is easier.

13. Concrete Vs abstract referents. If the ideas in clues are not abstract, then guessing is easier.

14. Amount of polysemy (having several related meanings). If the word is not polysemous, then guessing is easier.

6.4.1.6 What are the causes of poor guessing?

- Form of the word to be guessed (put up with, for good).
- Similarity between the learners' first language and the second language.

6.4.1.7 Do different learners approach guessing in the same way? (variables that related to the person doing the guessing)

There are different ways of approaching the guessing task and different ability, knowledge and skills that learners bring to the guessing task. There are several studies that examine second language learners' approaches to guessing from context. In general, a good guesser uses a variety of clues, checks various types of clue against each other, does not let the form of the word play too large a part and does not arrive at a guess prematurely. Proficiency in L2 is a major factor in successful guessing. The studies show that there are substantial clues in the context that are available to the sensitive reader but also that not all readers can make good use of these clues.

6.4.1.8 How can teachers help learners improve learning from context?

The most important ways in which teachers can help learners improve learning from context are:

1. helping them to find and choose reading and listening material of appropriate difficulty
2. encouraging them to read a lot and helping them gain a lot of comprehensible spoken input
3. improving their reading skills so that they read fluently and with good comprehension
4. providing training in guessing from context.

These ways are ranked in order of importance with the most important first. The reason for this ranking is that guessing from context seems to be a sub-skill of reading and seems to draw heavily on other reading skills. Good guessers are good readers (McKeown, 1985). The four ways described above can be more generally described as: matching learner and text, quantity, general skills approach, and a particular skill. It may be that training in guessing helps vocabulary learning simply because it encourages learners to give deliberate thought that attention to vocabulary items.

6.4.1.9 How can learners be trained to guess from context?

- Some English teachers gave native speakers training in guessing from context by: teaching them a rule: 'When there is a *hard* word in a sentence, look for other words in the story that tell you more about that word' and giving practice in applying the rule with corrective feedback.
- Buikema and Graves (1993) found positive effects for training teenaged native speakers in guessing from context. The training involved: introducing the learners to the idea of using clues to guess and the value of looking for many clues.
- Training resulted in better guessing, particularly if learners' attention was directed to clues in the context.

6.4.1.9.1. Learning from context and attention - drawing activities

There is some evidence that a combination of attention - drawing activities such as presenting words to learners before reading (Jenkins, Stein and Wysocki, 1984) and defining words as they occur in context (Elley, 1989) increases the amount of vocabulary learning.

....having words highlighted in their computerized text probably increased dictionary look-up and therefore learning.

Attention - drawing can be done in the following ways:

1. Drawing attention to the word:
   Pretesting
   Preteaching
   Seeing a list before reading
   Highlighting (colour, bold, italics) in the text
   Having a list while reading.
2. Providing access to the meaning:
   Gloosing
   Teacher defining through preteaching
   Teacher defining while listening to the text
   Hyper-text look-up
   Dictionary look-up

3. Motivating attention to the word:

Warning of a test

Providing follow-up exercises

Noting contexts while reading (e.g. filling in a notebook)

6.4.1.9.2 Do gloosing and dictionary use help vocabulary learning?

There is now considerable evidence that when learners' attention is drawn towards unfamiliar words and there are clear indications of meaning, vocabulary learning is much greater than when learners read without deliberately focusing on new vocabulary. The dictionary can be substantial contributors to the process of vocabulary learning. A study of inferencing and dictionary look-up behaviour found that learners who were good at inferring preferred to confirm thir guesses by consulting a dictionary. Learners differed greatly in their skill at inferring.

6.4.1.9.3 Formats for testing or practising guessing

Researchers have used a variety of formats for testing or practising guessing. These range from fixed deletion close procedures where the missing item is a blank, to unrelated texts where learners guess words with the real word form present. There are several factors that need to be considered when deciding on *a format* for guessing:

- The effect of the word form.
- Previous knowledge of the word to be guessed.
- The density of unknown words and the size of the context.
- The types of words to be guessed.

6.4.1.9.4 Features of formats for testing or practicing guessing

1, Word form:

A blank space instead of the word

A nonsense word

A real word

2. Selection of words and contexts:

real randomly sampled contexts

real selected contexts

contrived contexts

3. Size and relationship of contexts:

isolated sentence contexts

isolated paragraph contexts

continuous text contexts

6.4.1.9.5 Steps in the guessing-from-context strategy

There is no one procedure for guessing from context but most procedures draw on the same kind of clues. Some procedures work towards the guess in an *inductive* approach. Others work *deductively* from the guess.

- A 'deductive' approach is more suited to younger learns who will be *less* analytical in their approach and to advanced learners who are familiar with the various clues and wish to concentrate on developing fluency in guessing.
- An 'inductive' approach, such as that described by Clarke and Nation (1980) is useful for making learners aware of the range of clues available and for developing the sub-skills that may be needed to make use of the clues. The aim of all guessing procedures is to help learners become fluent and skilful at guessing from context so that the guessing does not interrupt too much the normal flow of reading.

Let us look at Clarke and Nation's five-step 'inductive' procedure.

Step - 1. Decide on the part of speech of the unknown word.

Step - 2. Look at the 'immediate context' of the word, simplifying it grammatically if necessary.

Step - 3. Look at the 'wider context' of the word, that is relationship with adjoining sentences or clauses.

Step - 4. Guess

Step - 5. Check the guess.

Is the guess the same part of speech as the unknown word?

Substitute the guess for the unknown word. Does it fit comfortably into the context?

Break the unknown word into parts.

Does the meaning of the parts support the guess?

Look up the word in the dictionary.

This procedure is strongly based on language clues and does not draw on background context knowledge. There are two reasons for this. First, linguistic clues will be present in every context, background clues will not; this procedure aims at being generalisable as possible.

Second, using background knowledge as the min source of information is likely to result in less vocabulary learning than more system-focussed sources of information.

The 'deductive' procedure inolves the following steps: (See Bruton and Samuda 1980)

Step - 1. Guess the meaning of the word.

Step - 2. Justify the guess using a variety of clues.

Step - 3. Readjust the guess if necessary.

The advantage of this procedure is that it places the guess at the forefront of the activity and allows intuition to play a part. It also works well as a group and class activity.

Whichever approach learners tend to favour, they need not follow a rigid procedure when guessing but they should be aware of the range of possible clues and should have the skills to draw on them.

6.4.1.9.6 Training learners in the strategy of guessing from context

Guessing from context is a complex activity drawing on a range of skills and types of knowledge. It is worth bearing in mind that it is a subskill of reading and listening and depends heavily on learners' ability to read and listen with a good level of proficiency. Learning a complex guessing strategy will not adequately compensate for poor reading or listening skills and low proficiency. Developing these reading and listening skills is the first priority.

- When learners are given training in guessing from context, they should work with texts where at least 95% of the running words are familiar to them. This will allow them to *have access to the clues that are there.*
- In addition, the words chosen should be guessable. Not all words have enough clues....
- Training in guessing should be given plenty of time.
- Involving the class working together with the teacher, in groups, pairs and then individually.
- Training can focus on the sub-skills:
  Determining part of speech,
  Doing 'What does what?'
  Interpreting conjunction relationships and doing word-part analysis.
- Training should also involve going through all the steps, gradually getting faster and faster.
  The teacher can model the procedure first, gradually handling over control to the learners.
  Learners can report on guessing in their outside reading and listening and others can comment on their attempts.

There can be regular guessing - from - context *tests* using isolated sentences and connected texts. Learners improvement on these texts can be recorded as a means of increasing motivation.

6.5 TEACHING AND LEARNING OF IDIOMATIC EXPRESSIONS AND MULTI-WORD VERBS OF ENGLISH IN CONTEXT

What needs to be taught / learned?

6.5.1. Form: pronunciation and spelling

The learner has to know what an IEX / MWV sounds like (its pronunciation) and what it tooks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item (IEX/MWV) for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

6.5.2. Grammar

The grammar of IEX and MWV will need to be taught since this is not obviously covered by general grammatical rules. These items / components (may) have an unpredictable change / fixation of form in certain grammatical contexts or (may) have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same as we teach the base form.

When teaching a new MWV, for example, we might note if it is transitive or intransitive. Similarly when teaching an IEX, we may wish to show / present its form regarding number: whether it could be used in plural / singular or both or draw learners attention to the fact that it could not be made passive.

6.5.3. Collocation

The collocations typical of idiomatic expressions / multi-word verbs are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So that is another piece of information about a new item which it may be worth teaching.

When introducing words like *conversation* and *research,* for example, we may note that you *carry on* the former and *carry out* the latter; similarly *make up sb mind / thought, burn sb boats / bridges* but not *ships.*

Collocations are also often noted in the dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

6.5.4. Aspects of meaning:

1. denotation, connotation, appropriateness.

The meaning of an IEX / MWV is primarily what it refers to: its denotations; this is often the sort of definition that is given in a dictionary.

A less obvious component of the meaning of an IEX / MWV is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be

indicated in a dictionary definition. For example, the IEX 'X is an old hand at sth' as understood by most British people, has positive connotations of ability / experience.

A more subtle aspect of meaning that often needs to be taught is whether a particular IEX / MWV is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain IEX / MWV is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect.
For example, you may know that *educate / cancel* are virtually synonymous in denotation with *bring up /put off,* but they are more formal, tend to be used in writing more than in speech, and in general much less common.

2. Meaning relationships

How the meaning of one IEX / MWV relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones:

- Synonyms: IEX / MWV that mean the same, or nearly the same, for example, a *saving grance* and go *on* may serve as synonyms of *a redeeming feature* and *go ahead* respectively.
- Antonyms: IEX / MWV that mean the opposite; *a closed mind* and *sign in* are antonym of *an open mind* and *sign out.*

  Hyponyms: IEX / MWV that serve as specific examples of a general concept.
- Co-hyponyms or co-ordinates: other IEX / MWV that are the of same kind;
- Superordinates: general concepts that cover specific IEX/MWV;
- Translation: IEX / MWV in the learners' mother tongue that are (more or less) equivalent in meaning to the IEX / MWV being taught.

All these can be exploited in teaching to clarify the meaning of a new IEX / MWV , or for practice or test materials.

6.5.5. **Word formation: Expressions combination**

IEX/MWV can often be broken down into their component 'bits'.

Exactly how these bits are put together is another piece of useful information.

- perhaps mainly for more advanced learners.

Sometimes, IEX / MWV are built by combining hyphenated words: spick-and-span, follow-up, take-off,....

6.6. The Explicitly Taught Course (ETC) on Idiomatic Expressions and Multi-Word Verbs

The present section will focus on the explicit taught course (ETC) on idiomatic expressions and multi-word verbs given to the subjects of this study. The discussion will try to cover the following issues:

- The rationale and the objectives of the ETC. (6.6.1)
- What are the teaching / learning theories that underlie this course? (6.6.2)
- The sources and the contents of the ETC. (6.6.3)
- The Evaluation of the possible materials of the ETC. (6.6.4)
- The implementation of the course. (6.6.5)

6.6.1 The Rationale and the objectives of the ETC

After the identification, the analysis and the discussion of the problems / difficulties of teaching / learning of idiomatic expressions and multi-word verbs in the context of Sudan, using the teachers' / students' questionnaire as well as the pre-test given to the subjects of this study, there felt a need to introduce an explicit taught course on these multi-word lexical items. Therefore, the course might be described as remedial in nature among other characteristics. The main objective of the ETC is to start the students understanding and using idiomatic expressions and multi-word verbs of English successfully.

6.6.2 What are the teaching / learning theories that underlie the course?

No one knows exactly how people learn language although a great deal of research has been done into the subject. Certain theories have, however, had a profound effect upon the practice of language teaching (and continue to do so) and it seems sensible, therefore, to consider some of them, below, for comparison and selection.
Let's first take up the Behaviourism.

In Behaviourism, the idea of conditioning is based on the theory that you can train an animal to do anything (within reason) if you follow a certain procedure which has three major stages, stimulus, response and reinforcement. In the classic form of the theory a rat is placed in a box: A signal light is operated (the stimulus), the rat goes up to a bar in cage and presses it (the response) and a tasty food pellet drops at its feet (the reinforcement). If the rat's behaviour is reinforced a sufficient number of times it will always press the bar when the light comes on.

In a book entitled 'Verbal Behaviour' (see B.F.Skinner 1957) the behavioural psychologist Skinner applied this theory of conditioning to the way humans acquire language. Language, he suggested, is a form of behaviour in much the same way as the rat pressing the bar exhibits a form of behaviour. The same model of stimulus - response - reinforcement accounts for how a human baby learns a language.

Behaviourism, which was after all a psychological theory, was adapted for some time by the language teaching profession, particularly in America, and the result was the audio-lingual method still used in many parts of the world. This method used consistent and unending drilling of the students followed by a positive or negative reinforcement. The language *habit* was formed by this constant repetition and the reinforcement of the teacher. Mistakes were immediately criticised, and correct utterances were immediately praised.

The second approach we shall discuss briefly, in this section, is **mentalism** / cognitivism. The term **cognitivism** is often used loosely to describe methods in which students are asked to *think* rather than simply *repeat.* It stems to a large extent from

Noam Chomsky's reaction to Skinner's book and is based on his theory of competence and performance. The strength of the attack can largely be produced by the asking of questions such as:

If all language is learnt behaviour, how is it that young children can say things they have never said before?

How is it possible that adults all through their lives say things they have never said before?

How is it possible that a new sentence in the mouth of a four-year old is the result of conditioning?

Language is not a form of behaviour, Chomsky maintained. On the contrary, it is an intricate rule-based system and a large part of language acquisition is the learning of this system. There are a finite number of grammatical rules in the system and with a knowledge of these an infinite number of sentences can be performed in the language. It is competence that a child gradually acquires, and it is this language competence (or knowledge of the grammar rules) that allows the child to be creative as a language user (e.g. experimenting and saying things that he has not said before).

Language teaching has never adopted a methodology based on Chomsky's work: after all Chomsky never intended that his theory should have anything to do with adult language learning and has repeatedly made this clear. Nevertheless, the idea that students should be allowed to create their own sentences, based on an understanding of a rule, is widely accepted in many classrooms. This idea is clearly in opposition to the audio-lingual method since we are talking about letting the students, on their own, 'have a go' at the language.

In respect of the cognitive approach we quote Paiget :

> 'Fifty years of experience have taught us that knowledge does not result from a mere recording of observations without a structuring activity on the part of the subject. Nor do any apriori or innate cognitive structures exist in man; the functioning of intelligence alone is hereditary and creates structures only through an organization of successive actions performed on objects....'

Cognitions are phenomena like images, mental ideas and particular thoughts which form part of the conscious experience of an individual.

Chomsky's (1959) review of Skinner's 'Verbal Behaviour' questioned the core of behaviourist approach to language learning. Chomskyan generative linguistics, along with Piagetian psychology have succeeded in highlighting the previously neglected mental make-up of learners as a central force in the process. As a consequence, consciousness raising of language learners is an important factor in language learning / teaching.

6.6.3 **The sources of the ETC**

The proposed explicitly taught course on idiomatic expressions and multi-word verbs of English appears to me suitable and appropriate in support of the cognitive approach (discussed in the previous section) since it focuses on the following issues:

- Learners' awareness;
- Learners' centredness;
- Learners' active involvement;
- Explicitness;
- Conceptualization and
- Systematicness

The ETC on IEX / MWV draws mainly on the following books / references etc.

1. Ronald E.Feare 1980 *Practice with Idioms* (App. 6.a)
2. A Practical English Grammar: Ch.38 (App. 6.b.I)
3. A Practical English Grammar: Exercises Book 2 (App. 6.b.II)
4. Cambridge International Dictionary of Phrasal verbs: Supplementary Materials: Theme panels. (App. 6.C.I)
5. Cambridge International Dictionary of Phrasal Verbs: Exercises. (App. **6.C.II)**
6. Cambridge International Dictionary of Idioms: Supplementary materials: Theme panels. (App. 6.d.I)
7. Cambridge International Dictionary of Idioms: Exercises. (App. 6.d.II)
8. Collins COBUILD Dictionary of Phrasal Verbs Workbook. (App. 6.e)

Note that the actually implemented course was done on the basis of the first three sources while the remaining 5 serve as alternatives to choose from. That is, in conducting the ETC we confined overselves to: Practice with Idioms and *A Practical English Grammar*, while the rest are given as *options* to build on the proposed materials.

In what follows, we will consider briefly these 8 documents in turn.

6.6.3.1 **Ronald E.Feare 1980: *Practice With Idioms*** ***(App. 6.a)***

After studying this workbook and evaluating it in the language of Jeremy Harmer 1983: the form of evaluating materials, we can say that the book is suitable and appropriate for our students. The purpose of this workbook is to encourage the active participation of the learner in acquiring knowledge of the *meaning* and *structure* of idiomatic expressions / multi-word verbs. However, to give the reader an idea about the book we present, in the coming pages, the outlines of the above-mentioned source. It contains mainly 3 sections divided further into 16 chapters.

Outlines of Practice with Idioms

- Section I
  - Chapter 1: Intransitive verb + particle
  - Chapter 2: Intransitive verb + preposition
  - Chapter 3: Intransitive verb + particle + preposition
  - Chapter 4: Review.
- Section II
  - Chapter 5: Transitive verb + movable particle
  - Chapter 6: Transitive verb + immovable particle (type A & B).
  - Chapter 7: Transitive verb + preposition (type 1)
  - Chapter 8: Transitive verb + preposition (type II)
  - Chapter 9: Transitive verb + preposition (type III)
  - Chapter 10:Transitive verb + particle + preposition
  - Chapter 11: Review

- Section III

Chapter 12: Nominal Forms : Pairs of nouns

Chapter 13:Nominal Forms: adjective + noun combinations

Chapter 14:Adjectival Forms: pairs of adjectives

Chapter 15: Adjective Forms: various compounds

Chapter 16: Various adverbial forms

In short, the coursebook is divided into chapters according to *grammatical categorization:* the chapters covering intransitive verbal constructions (1 - 4) form section one of the book; chapters dealing with transitive verbal combinations (5 - 11) form section two. Chapters encompassing nominal, adjectival and adverbial forms (12 - 16) constitute section three. It is believed that verbal forms are more useful in general and deserve far greater concentration and effort. This is the reason why they occupy this space.

The purpose of this workbook was to encourage the active participation of the learner in acquiring knowledge of the meaning and structure of idiomatic expressions and multi-word verbs. It is believed that students of English especially those of the intermediate and advanced levels at which this book is aimed, are capable of searching for and discovering much of the relevant information regarding proper IEX / MWV usage with only minimal guidance and instruction from the teacher. This active involvement in the learning process can be of much greater benefit to the student than simple memorization.

The writer explained the means which was used to realize the active involvement:

'To achieve this goal, the author has chosen to employ inductive, problem-solving techniques in this workbook. Much emphasis has been placed on the ability to guess meaning from the context within which an idiom is used, and on the ability to figure out the grammatical features, which distinguished certain sets of idioms'. (Feare 1980:ix).

He went further to assert that the results would be positive and greater if these important skills are acquired:

'Once students are equipped with the necessary skills for analysing and understanding idiomatic forms, they will be in a much better position to expand their knowledge beyond the scope of this workbook' (Ibid. **IX)**

Direct classroom practices / procedures: Working through a chapter

In the following pages, we shall consider the detailed description of *how to work through a chapter,* given by the writer of the book. This description has a great importance in direct classroom practices and procedures. The present ETC on IEX / MWV made a good use of this thorough description. The author suggests the following steps to be taken in implementing the workbook in its different and various parts.

- Part I. **A guessing exercise** which begins each chapter, requires the student to analyse the *contextual setting* of the IEX / MWV and to extract an appropriate definition or synonym. In addition, the student is asked to underline those *clues* in the sentence which help them to guess for possible meaning of the IEX / MWV. This exercise also promotes class discussion and tends to limit student dependence on dictionaries as a source of definition. It is important to realize that there are no 'correct' answers at this initial stage. The student is merely trying to provide some possible acceptable meanings for the IEX / MWV. No attention should be given at this point to the grammar of the IEX / MWV, as this is covered thoroughly in following parts and would be a premature consideration.
- **Part II. A meaning exercise** provides the student with a way to check the guesses made in Part I. The definitions are listed on the left side of sentences which have blanks to be filled in with appropriate IEX / MWV: the sentences are comprised of *context clues* which are very similar to the ones found in Part I. The student can take a synonym / definition and check the context of the sentence, go back to Part I to match up the synonym / definition and context with the correct IEX / MWV, and then place that IEX / MWV in its proper blank. The instructor would guide the student in this process, helping him to notice similar contexts when difficulties arise. In this way the student can develop his ability to discover the meaning himself before resorting to outside references, such as dictionaries.

- **Part III** provides **a detailed explanation** of each IEX / MWV Information includes a listing of the most common noun phrases which are associated with each IEX / MWV. When necessary further useful points on grammar or meanings are given. Some examples sentences show how the common noun phrases are useful with the particular IEX / MWV. A set of possible discussion topics is also provided to encourage *feedback* and the sharing of ideas with each other and with the instructor.

- **Part** IV focuses on **the grammatical features** which tie the IEX / MWV in each chapter together. A brief introduction provides the student with the basic grammatical framework of the chapter. The student is then asked to compare and analyse sets of contrasting sentences, some correct and some incorrect, which draw out the relevant grammatical features. After he has tried to discover the rules by answering the questions posed, the student finds an explanation of the information which he tried to uncover.
- **Part V** is a **multiple-choice test** of IEX / MWV understanding and retention. The student is required to choose the IEX / MWV which has the best meaning in a given context. Review is *cumulative* through each of the first two sections of the book, so in later chapters the student must be careful to follow the correct grammar rules as well as pay attention to the important contextual information. In addition to discussing why an answer is correct, it is also useful to discuss the inappropriateness of other choices as a way to differentiate between the various IEX /MWV.
- **Part VI Sentence Writing:** requires the student to write a brief, original sentence using an IEX / MWV in correct response to a specific question. The context is provided but must be developed appropriately.

Review

All the exercises and parts of each chapter in sections I and II build on the MWV from previous chapters, so that MWV already learned are constantly being reviewed. This also applied to section III (IEX), although verbal forms are not included as review.

The review chapters for sections I and II also provide *valuable reinforcement of grammatical forms,* as well as *useful information about changing the verbal combinations into nominal (nouns)* and *passive (verb) forms.* In addition, *topics for paragraph writing, role playing,* and *further discussion* are provided as interesting ways for students to apply the knowledge they have learned.

Guidelines for the Teacher

The author clarifies the role of the teacher in this workbook as well as other guidelines. Until students begin to feel comfortable with the new approach in this workbook, all exercises should be done in class, preferably as *group activities* or on an *individual-student basis* with the instructor *moving around the room offering advice.* Optimally, the first two chapters would be done entirely as *group activities.* It is the author's suggestion that the first two exercises in each chapter also be done in class in order to promote discussion and to discourage students from looking ahead to part III to find the answers. Only the last two exercises in each chapter re recommended for *outside homework* at any stage or level. The instructor should use his or her own discretion in differentiating classwork and homework as he or she becomes familiar with the students abilities. The instructor will probably be most involved in the third and fourth parts of each chapter, *as they delineate the semantic and syntactic features of IEX / MWV,* and therefore require more explanation.

Also there are some other instructions and guidelines given to the instructor:

- Use of this workbook requires some basic awareness of English grammar. Such terms as *subject, verb, preposition* and *transitive / intransitive* should be well understood before an instructor attempts to use this book.
- The author would strongly suggest that the instructor preview the chapters before work with the students begins, especially those units which deal with the important grammatical characteristics.
- The instructor should find the exercises to be self-explanatory for the most part and should have little trouble in advising student of the work to be done. The instructor should soon feel comfortable in guiding students through their work, helping them to discover and understand for themselves the rules and concepts associated with the various idiomatic expressions / multi-word verbs.

Guidelines for the student and the student role

After providing the instructor with some suggestions and guidelines for handling the material in this work book as well as indicating explicitly his role, the author writes the following to the student:

'In this work book, you will be studying the grammar rules of idioms, as well as meanings.....

This brief introduction should give you an idea of the *new material* you will be learning in this book, but learning new material is not all that you will be doing. Slowly but surely you will be learning new ways to guess the meaning of unfamiliar idioms by yourself. A student who develops the necessary skills of guessing will be better prepared to learn the new, and more difficult idioms he or she encounters outside of class'.

Contents **of the** exercises / **activities that appeared in Feare 1980: Practice with** Idioms

The following table shows the detailed content of Practice with Idioms:

TABLE-80
CONTENS OF THE EXERCISES / ACTIVITIES APPEARED IN FEARE 1980: PRACTICE WITH IDIOMS

Ch.No.	Ex. / Activity No.	Technique used	MWV
1	I	Guessing the meaning from the context + Class discussion	Intransitive verb+particles: to die down, to come about, to break down, to get ahead, to stand out, to get around, to fall through, to hold on, to open up, to come up, to break in, catch on, to look on, to settle down, to show up,
	II	Definition correspondence	Same as above
	III	Explanation of the MWV + class discussion	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple choice exercise	Same as above
	VI	Writing exercise	Same as above

2	I	Same as above	Intransitive verbs with prepositions: to believe in, to go into, to run over, to run across, to touch on, to try for, to turn to, to go through, to turn into, to stick to, to get over, to go without, to part with to come to, to take after
	II	Same as above	
	III	Same as above	
	IV	Same as above	
	V	Same as above	
	VI	Same as above	
3	I	Same as above	Intransitive verbs with particles and prepositions: to put up with, to look forward to, to come up with, to go in for, to get through to, to look up to, to cut down on, to live up to, to do away with, to run around with, to be in on, to look out for, to keep up with, to look back on, to work up to
	II	Same as above	
	III	Same as above	
	IV	Same as above	
	V	Same as above	
	VI	Same as above	
4	I.a	Comparison of intransitive forms	Review of Intransitive Verbal Idioms: Come up (=to arise) / come up with (=to suggest / to offer), to catch on / to catch on to, break in / break in on
	b.	Comparison of intransitive forms	Look back on / look back Keep up with / keep up Look out for / look out etc.
	II	Transformation Other grammatical forms of Intransitive verbal Idioms:	
	a.	Nominalized forms	Breakdown,take-off,warm-up,stopover
	b.	Passive forms	Look into, Deal with, Put up with, Look up to, Go in for, Take after.
	III	Paragraph writing	- e.g. Discussion about difficult theory using (to go into, to get through to, to break in, to come up with).
	rv	Additional class activities	
	a.	Role-play topics	Suggested topic: 'motorist whose car broke down...' Suggested MWV: Get around, Cut down on, Go without, Part with.

	b.	Discussion topics	e.g. Why do you think that IEX are so common in every language? In your opinion, is this good or bad?
5	I	Guessing the meaning from context + Class discussion	Transitive verbs with movable particles: to make up, think over, bring up, give away, try out, clear up, put off, carry out, bring about, call off, look up, point out, talk over, to make out, to take off.
	II	Definition correspondence	Same as above
	III	Explanation of the MWV	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple-choice (exercise).	Same as above
	VI	Writing Sentence	Same as above
6	I	Same as above	Transitive verbs with immovable particle: Types A & B. Type A: To lead on, do over, tell apart, see off, fill in, tie down, kick around Type B: Make up, take up, put forth, carry on, give up, give off, find out
	II	Same as above	Same as above
	III	Same as above	Same as above
	IV	Same as above	Same as above
	V	Same as above	Same as above
	VI	Same as above	Same as above
7	I	Same as above	Transitive verbs with prepositions (type 1) to hold against, leave to, lend to, put through, draw from, engage in, confuse with, devote to, put above, pull through.
	II	Same as above	Same as above
	III	Same as above	Same as above
	IV	Same as above	Same as above
	V	Same as above	Same as above
	VI	Same as above	Same as above

8	I	Guessing the meaning from context + Class discussion	Transitive verbs with prepositions(type II) to take advantage of, to lose track of, to keep an eye on, to take stand on, to make a point of, to make sense of, to take exception of, to find fault with, to make light of, to take charge of
	II	Definition correspondence	Same as above
	III	Explanation of the MWV	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple-choice exercise	Same as above
	VI	Writing exercise	Same as above
9	I	Guessing the meaning from context + class discussion	Transitive verbs with prepositions (type III): to have on one's mind, to bring into focus, to take at one's word, to get off one's chest, to bring into the open, to lay to rest, to pull to pieces, to put to use, to take into account, to play by ear.
	II	Definition correspondence	Same as above
	III	Explanation of the MWV	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple-choice exercise	Same as above
	VI	Writing exercise	Same as above
10	I	Guessing the meaning from context + class discussion	Transitive verbs with particles and prepositions to bring around to, to let in on, to turn over to, to set aside for, to talk over with, to fill in on, to get out of, to leave up to, to have (it) out with

		Definition correspondence	Same as above
		Explanation of the MWV	Same as above
		Learning the grammar rules	Same as above
		Multiple-choice exercise	Same as above
		Writing exercise	Same as above
11	I	Comparison of transitive forms	Review of transitive verbs idioms: a) • fill in / fill in on • talk over / talk over with • take up / take up with b) • bring around to / bring around • set aside for / set aside • turn over to / turn over • have it out with /have it out
	II	Transformation: Other grammatical forms of transitive verbal idioms a) nominalized forrms b) passive forms	To tryout / a try out, to makeup / make up, to giveaway / a giveaway, to take over / a takeover, try out, do over, tie down, hold.... against, take advantage of, keep an eye on, bring into focus, bring around, of, have sth on sb's mind.
	III	Paragraph writing	Suggested situation: A. company is having an informal meeting about new advertising techniques: (to kick around, to give away, to try out, to find out)

	IV	Additional class activities a. Role-play topics b. Discussion topics	Eg. a business executive has been on vacation. When he returns to work…suggested MWV: take up, fill in on, leave up to, take into account. e.g. Try to take advantage of opportunities to talk with English speakers, if possible, and note some IEX which you been. Bring a few examples class for discussion.
12	1	Guessing the meaning from context + class discussion	Nominal forms: pairs of nouns: flesh and blood, heart and soul, part and parcel, wear and tear, pins and needles, odds and ends, rank and file, ups and downs, give and take, ins and outs.
	II	Definition correspondence	Same as above
	III	Explanation of the IEX + class discussion	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple choice exercise	Same as above
	VI	Writing exercise	Same as above
13	I	Same as above	Nominal Forms: Adjective + Noun • combinations: last straw, close call, hot air, big shot, white lie, second thoughts, old hand, eager bearer, lost cause, small talk
	II	Same as above	Same as above
	III	Same as above	Same as above
	IV	Same as above	Same as above
	V	Same as above	Same as above
	VI	Same as above	Same as above
14	I	Guessing the meaning from context + class discussion	Adjectival Forms: pairs of adjectives: cut and dried, fair and square, few and far between, free and easy, null and void, spick-and-span, short and sweet, neck and neck, up and about, touch and go
	II	Definition correspondence	Same as above

	III	Explanation of the IEX + class discussion	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple choice exercise	Same as above
	VI	Writing exercise	Same as above
15	I	Guessing the meaning from context + class discussion	Adjectival forms: Various compounds clear-cut, easy-going, all-out, half-hearted, level-headed, man-to-man, narrow-minded, first-rate, stuck-up, close-mouthed.
	II	Definition correspondence	Same as above
	III	Explanation of the IEX + class discussion	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple choice exercise	Same as above
	VI	Writing exercise	Same as above
16	I	Guessing the meaning from context + class discussion	Various adverbial forms: time and again, day in and day out, now and again, for now, for good, little by little, all at one, sooner or later, high and low, by and large.
	II	Definition correspondence	Same as above
	III	Explanation of the IEX + class discussion	Same as above
	IV	Learning the grammar rules	Same as above
	V	Multiple choice exercise	Same as above
	VI	Writing exercise	Same as above

6.6.3.2 A.J.Thmoson and A.V.Martinet (3rd ed.) 1986: A Practical English Grammar

In his book, the writers devoted a 37-page chapter, entitled *Phrasal Verbs,* to the multi-word verbal combinations. In the introduction of the above mOentioned chapter we read the following:

> 'In modern English it is very usual to place prepositions or adverbs after certain verbs to obtain a variety of meanings: give away = give to some one / anyone; give up = abandon (a habit or an attempt); look after = take care of; look for = search for, seek; look out = beware'
>
> It is also important to learn whether the combination is transitive (i.e. requires an object) or intransitive (i.e cannot have an object):

Look **for** is transitive: I am looking for my passport.

Look **out** is intransitive: Look out! This ice isn't safe.....

Note that it is possible for a combination to have two or more different meanings, and to be transitive in one /some of these and intransitive in others. For example, *take off* can mean 'remove'. It is then a transitive expression: *He took off his hat.*

Take off can also mean 'rise from the ground' (used of air-craft). Here it is intransitive: *The plane took off at ten o' clock....'*

(Thomson and Martinet, 1986:315)

The chapter includes a considerable number of MWV in current use presented in alphabetical order. Some examples of the verbal combinations included in this book are: account for, allow for, answer back,....; back away, back out, back sb up,....; back against, be away, be back, be for, be in, be in for, be over,...; bear out, bear up; call at, call for, call in, call on, call off,...; find out....; give sth away, give back, gave in, give out, give up; go on,....; look after, look up,...; make for, make out,...; put up with,....; work out. The treatment of these verbal combinations, in a standard reference of modern and practical English Grammar, is crucial for its explicit concern with these multi-word lexical items: mentioning the usefulness of the possibility of combining verbs with prepositions or / and adverbs (particles) so as to provide new meanings as well as the grammatical information: transitive/ intransitive + object / pronouns position(s)...etc.

6.6.3.3 **A Practical English Grammar:** Exercises **Book 2 (app. 6.b.II)**

In this workbook, there are 20 exercises, spread over 28 pages (from 1 to 28), with answer key (p.p. 166 - 170). This book proved useful and valuable for the pre and post-tests given to the subjects in this study as well as its contribution in the contents of the explicit taught course. The 20 exercises cover the following verbal constructions:

- Combinations with *get* and *be* (ex.no.97)
- Combinations with *look* and keep (ex.no.98)
- Combinations with *go* and *come* (ex.no.99)
- Combinations with *take* and *run* (ex.no. 100)
- Combinations with *turn, call* and *break* (ex.no. 101)
- Combinations with *give, put* and *make* (ex.no. 102)
- Combinations with *clear, cut, fall, hold, let* and *hand* (ex.no. 103)
- Mixed combinations (exercises *104 to 108)*
- Substituting verb + preposition / adverb combinations for other expressions: (Exercises 109 - 110)
- Combinations with *off and on* (ex.no. 111)
- Combinations with *up* (ex.no. 112)
- Combinations with *out* (ex.no. 113)
- Combinations with *down, away* and *over* (ex.no. 114)
- Mixed combinations used in a connected passage (ex.no. 115-116)

In general, the types of techniques used in carrying out these exercises are as below:

1) gap-filling (sentences)

2) passage-completion (text)

3) substitution: verb + preposition / adverb combinations for other expressions.

6.6.3.4.Cambridge International Dictionary of Phrasal Verbs: supplementary Material : Theme Panels

Based on the fact that the dictionaries could be used as teaching and learning aids, the present dictionary is designed specially for learners of English, using the latest research into the content and structure of Modern English. It contains the information the learner needs to use phrasal verbs confidently and accurately.

The reference encompasses the following:

- Over 4,500 phrasal verbs correct in British, American and Australian English today.
- Thousands of example sentences showing phrasal verbs *in context.*
- Theme panels presenting phrasal verbs in topic groups.

It has the features below:

- A carefully controlled vocabulary made explanations easy to understand.
- Clear and detailed information on *grammar* and *collocation.*

The compilers of this dictionary claim that they have *solutions* for the problems of teaching and learning phrasal verbs:

> "The Cambridge International Dictionary of Phrasal Verbs addresses all the problems associated with this rich and complex area of the English Language and presents information in a way which is clear and helpful.
> ....Information on the *grammatical structure* of each phrasal verb is presented in *an explicit fashion.*
> ... .Clear and precise definitions
> ....Every phrasal verb is illustrated with examples based on sentences from the Cambridge International Corpus...."

After having mentioned briefly, in the previous paragraphs, the content and the general characteristics of the Dictionary proper, we shall confine ourselves in what follows to a description of the **Supplementary Material.**

The Dictionary contains supplementary material in the form of *theme panels* (phrasal verbs shown in groups according to their meanings). The theme panels included are the following:

- Agreeing and disagreeing
- Computers
- Crime

- Emotions
- Food and drink
- Giving and getting information
- Illness
- Money
- Reading, writing and studying
- Relationships
- Speaking and conversation
- Thinking and considering
- Travel
- Weather
- Work

These themes are presented in the form of short paragraphs(s) putting the PHV on focus, in bold print, in context. Then, there follows explanations of these PHV using definitions.

In appendix 6x.I, we provide the reader with examples of this supplementary material.

6.6.3.5 **Cambridge International Dictionary of Phrasal Verbs: Exercises (app.6.c.II)**

In this Dictionary there is an attached part which is entitled *photocopiable exercises (20 exercises).* This material is given with answer key. The compilers emphasize the importance and usefulness of this material:

"This makes it a unique resource which can be used not only for reference purposes but also as valuable classroom or self-study learning aid"

McCarthy et al, 1997:vii

However, the exercises centred mainly on the following PHV, as the table below reveals:

TABLE-81

CONTENTS OF EXERCISES / ACTIVITIES APPEARED IN CUP INTERNATIONAL DICTIONARY OF PHV

Ex. No.	Technique used	MWV included
1.a	Choosing the correct meaning of PHV from given words	Blow up, put up with, call off, egg on, pass away
1.b	Gap filling: putting PHV into the gaps in given sentences.	Same as above
2	Matching: Match the remarks on the left with the responses on the right.	Bring up, ripe off, eat out, lie in, pack in.
3	Find the suitable word to be used with PHV	Wear out, set up, face up to, flag down, check into, bottle up, rub out, take after, hand in, fork out.
4	Gap filling: putting the correct preposition into the gaps in sentences	Verbal combinations: fall out, own up, break up, miss out + prepositions: over, with, to, on
5	Putting the correct particles into the empty bubbles	Run for, run into, run off, run up, run out of.
6.a	Choosing the correct meaning of PHV from given words	Dream up, keep on, split up, polish off, talk into
6.b	Gap-filling	Same as above
7	Matching: matching the remarks on the left with the responses on the right	Put...by, keep...off, take sb out / cheer...up, fall for, figure sth out.
8	Finding / choosing the suitable words to be used with PHV	Get across, lay off, hand out, rent out, take over, wolf down, take up, zip up, cross out, type up.
9	Gap filling: putting the correct prepositions into the gaps in given sentences	Verbal combinations: drop out, cut down, wait up, step down, look in. + prepositions: as, for, on, of
10	Putting the correct particles into the empty bubbles	Look after / through / forward to / up to / up

11.a	Choosing of the correct meaning of PHV from a list of words.	Get by, storm off, hang on, turn down, go along with
11.b	Gap filling: putting PHV in sentences	Same as above
12	Matching: match the remarks on the left with the responses on the right	Pass up, show off, call sb back, chicken out, pull through.
13	Choosing the suitable words to be used with PHV	Fill in, sail through, sort out, dish out, wrap up, go down with, give in, tidy up, cheer on, draw up.
14	Gap-filling: putting the correct prepositions into the gaps in given sentences	MWV: finish off, split up, come across, stand out, tip off + prepositions: into, from, about, as, with
15	Putting the correct particles into the empty bubbles	Bring up / about / back / out / down
16.a	Choosing the correct meaning of PHV from given words	Make up, stick up for, ring up, give up, talk over.
16.b	Gap-filling	Same as above
17	Matching: match the remarks on the left with the responses on the right.	Look after, move out, swot up (for), catch up with, hang up.
18.	Choosing the suitable words to be used with PHV	Try on, get on, get into, leaf through, come up against, close down, use up, pack in, block off, give out.
19.	Gap filling: Putting the correct prepositions into the gaps in given sentences	MWV: Dress up, go on, take over, run off + prepositions: from, as, on, about, in
20.	Putting the correct particles into the empty bubbles	Take after / down / on / up / off

(Source: CUP: Dictionary of Phrasal Verbs, 1997)

The elicitation techniques used in these exercises could be summarized as below:

1. Choose the correct meaning of the PHV from given options.
2. Put the PHV into the gaps in the sentences provided.
3. Match the remarks on the left with the responses on the right.
4. Which word can be used with the PHVs below?
5. Put the correct prepositions (a list is given) into the gaps in the sentences below.
6. Put the correct particles into the empty bubbles.

In this Dictionary an answer key is provided (pp.380 - 381) allowing for self-study and evaluation. Specimen of this exercises material will be given in appendix 6x.II of the present study.

6.6.3.6 **Cambridge International Dictionary of Idioms: Supplementary Material: Theme Panels (app.6.d.I)**

The general characteristics and content of the dictionary, as shown by its compilers, are as follows:

- Around 7,000 idioms current in British, American and Australian English.
- Thousands of example sentences based on the Cambridge International Corpus.
- A carefully controlled defining vocabulary making explanations easy to understand.
- Guidance on the most useful idioms to learn
- Theme panels presenting idioms in topic groups
- Photocopiable exercise material

In what follows, let us take up the **theme panels** materials in some detail. These theme panels showing idioms in groups according to their meaning or function. In introducing the above material the compilers of this dictionary state its usefulness in teaching / learning of IEX:

"this dictionary aims to help you not only as a comprehensive reference book but also as a *valuable learning aid"*

The theme panels provided in this reference are:

- Anger
- Business
- Dishonesty / honesty
- Happiness and sadness
- Health
- Helping
- Intelligence and stupidity
- Interest and boredom
- Liking and not liking
- Money
- Power and authority
- Remembering and forgetting
- Speaking and conversation
- Success and failure
- Understanding.

These theme panels are shown in short passages highlighting the IEX on focus, in bold. Then, there, follows explanations of these IEX using definitions.
Appendix 6.d.I of this study equipped the reader with illustrations of these theme panels

6.6.3.7 **Cambridge International Dictionary of Idioms: Exercises (app. 6.d.II)**

As its complementary dictionary (the Dictionary of Phrasal Verbs), this reference supplied the reader with material entitled *photocopiable exercises.* Again, this material is provided in conformity with the role of the dictionary as a valuable teaching and learning aid. This material encompasses 20 exercises.A sample of this exercise material will be reprinted in appendix 6.d.II of the present dissertation. They are centred on the following IEX, as the table below demonstrates:

TABLE - 82
CONTENTS OF THE EXERCISES APPEARED IN CUP: INTERNATIONAL DICTIONARY OF IDIOMS: EXERCISES

Ex. No.	Technique used	IEX included
1	Matching meaning	Try your hand at, over the moon, get the message, be on tenterhooks, take your hat off to
2	Gap filling: Putting IEX into the gaps in sentences	Same as above
3	Matching: Match the remarks on the left with the responses on the right	• Make...bed and ...have to lie on it • Put sb money where his/her mouth is • Over my dead boy • To laugh on the other side of his/her face
4	Find the equivalents: Comparison: British and American English	• Be left holding the baby. • Have green fingers D Throw a spanner in the works • Be all fingers and thumbs • Blow your own trumpet
5	Filling in the missing words	• To get to the house, turn left by the church and follow your.... • I don't know why I bother giving her advice. It goes in one....and out the other. • He's been on several TV shows, shooting his....off about the royal family. • Peter and I got off on the wrong...because of a silly disagreement over who should make the coffee. • We were readily busy, but Stefan didn't lift a....to help.
6	Filling in the missing words	Comparisons: As - as.. - It'll be as safe as... - As white as... - The soil is as.... a bone - As good as....this morning. - It's as.... as a rock.

7	Choosing the correct preposition, from a list, to fill in the gaps in certain sentences	Prepositions: from, with, at, about, for
8	Filling in the missing words	Similies: verb + like + noun: • When England lost the World Cup he….like a baby. • Make sure you cook plenty of food. Berek.. .like a horse. • After all that fresh air, I'll sleep like a…tonight. • When he gets angry, he swears like a___ • Her speech was long and boring. It . . . .like a lead balloon.
9	Choosing the correct IEX from given options, to fill in the gaps in provided sentences	Dark horse, sour grapes, Achilles heel, red tape, fat cats.
10	Choosing the suitable words from the lists on the right to fill in the gaps in sentences.	(Collocation) pressure, anger, comments, John, work. e.g. I'm up to my eyes in *work* at the moment.
11	Gap-filling (grammar): fill in the gaps in sentences with the correct form of the verb on the right	Finish, cancel, make, criticize, win + given sentences
12	Choosing the suitable description	• have a whale of time • go through the mill • be not all moonlight and roses • like a dog with 2 tails • on the scrap heap
13	Using the opposite of IEX to fill in the gaps in given sentences	• get on sb's case • slow on the uptake • get in sb's hair • get on your high horse • close your eyes to

14	Gap-filling: Choosing one of the phrases from a given list to fill in the gaps in sentences	(Other languages used in English idioms): Je ne sais quoi, compos mentis, ad nauseam, au fait, laiseez faire
15	Gap-filling	Idioms using 'ball': • The ball's in their court • Have a ball • A whole new ball game • On the ball • Set the ball rolling e.g. I want everyone to be involved in the project, so I'm organising a meeting *to set the ball rolling*.
16	Finding another word which can be used for each of the underlined words	Same idiom, different form: Arm • hand Putting • sticking In ► at Sniffed • sneezed Problems - troubles
17	Gap-filling	theme : anger tempers (frayed) (come to) blows (go) ballistic (cage) be rattling (blood) boil
18	Matching: match up the pairs on the right to fill in the gaps	Black and blue, airs and graces, tea and sympathy, spick and span, fair and square.
19	Choosing the (un)suitable description: (honest / dishonest…clever / stupid...)	• a square peg in a round hole • as honest as the day is long • many strings to her bow • get(s) people's backs up • a couple of sandwiches short of a picnic
20	Matching: Match the sentence on the left with the response on the right	(Idioms about behaviour): • be in sb shoes • give sb the shirt off sb's back • pull sb socks up • bet sb boots • be tied to sb's (his mother's) apron strings

Source: CUP: Dictionary of Idioms, 1998.

6.6.3.8 **Collins COBUILD Dictionary of Phrasal Verbs Workbook (app.6.e)**

There are 2 dictionaries by the COBUILD in respect of Phrasal Verbs and Idioms: the Collins COBUILD Dictionary of Phrasal Verbs and the Collins COBUILD Dictionary of Idioms. These 2 sources are accompanied with 2 workbooks: the Collins COBUILD Phrasal Verbs Workbook and the Collins COBUILD Idioms Workbook. However, in this section, we will devote much time and space, for practical considerations, for the phrasal verbs workbook.

This workbook was written by Malcolm Goodale (1993). The fact that the author is a teacher (at the United Nations in Geneva) makes it a practical teaching and learning material since it is originated from real teaching and learning situations. This stimulating book helps students from an intermediate and advanced level to master the *meaning* of phrasal verbs and *use* them effectively and appropriately. Practice is approached through the *individual particles,* such as *in, out,* and *up,* as described in the Particles Index of the Dictionary. Ten units of workbook material offer carefully graded exercises that can be used in class or for self-study.

The following points could be mentioned as general characteristics of this workbook:

- Based on the evidence of COBUILD (using *Cambridge International Corpus)* including real examples.
- Around 300 phrasal verbs given detailed treatment.
- Graded activities to promote thorough understanding and natural use.
- Guidance on synonyms and register, in the section entitled 'Language Comments'.
- Full answer key included, to allow for successful independent use.

In the introduction to this workbook, the writer clarified its approach, the nature and content of the book, how to use it, and general information about sections division and exercises:

'…Though the workbook can be used on its own, more benefit will be gained by working closely with the Dictionary.

The workbook practices the most important phrasal verbs, with around 300 different meanings. Almost 50% of these are formed with 18 common verbs. Six common verbs *(bring, come, get, go, put* and *take)* account for nearly 30% of the phrasal verbs in this workbook. This workbook is a vocabulary book rather than a grammar book.

There are ten units of material centred on the following particles: *away, back, down, in, off, on, out, over, up* as well as other particles. The first nine units deal with single particles and these units are arranged in alphabetical sequence in the book; the final unit concentrates on seven more particles. All the units follow a similar format, and can be studied in any order. As this book is designed both for classwork and self-study, an answer key to the exercises is given at the back of the book.

Every unit has an introductory page giving the important meanings of the particle being studied with lists of the phrasal verbs to be practiced in each section of the unit....

If a category of meaning includes phrasal verbs which are particularly difficult to understand, the first exercise, asks you to complete the definitions of some or all phrasal verbs, subsequent exercises involve matching phrases or sentences; choosing the phrasal verb that best fits a grapped sentence, from three alternatives provided; deciding on an appropriate phrasal verb to fill a gap, where no alternatives are given....

At the end of each unit there is a separate section on revision exercises, so that you can check your progress'. (Malcolm Goodale, 1993 :iv).

Overall, *'Collins COBUILD Phrasal Verbs Workbook'* is a useful and practical text that enables the learners to master this component of vocabulary. These characteristics make this book indispensable in teaching and learning phrasal verbs which represent a major part of multi-word verbs - the second element of the present study title. Examples of the material appeared in this book are provided in appendix 6.e.

It will not be out place if we mentioned below (in our presentation of the different and various possible resources to draw on in developing the explicit course on IEX / MWV) the **Collins COBUILD Idioms Workbook.**

Collins COBUILD IDIOMS WORKBOOK (1996):

Malcolm Goodale continued his effort to provide the readers with *'workbooks'* to accompany COBUILD Dictionaries: after writing Collins COBUILD Phrasal Verbs Workbook (1993), discussed above, he published Collins COBUILD Idioms Workbook in 1996.

It focuses on 250 of the most common idiomatic expressions in current use in British and American English. It is organized in 30 chapters, each of which looks at a group of IEX centering around a particular theme. The material is suitable for both classwork and self-study. The fact that it is written by a teacher makes it a reliable material since it is based on real classroom interaction and experience.

As his first workbook on phrasal verbs, this text is useful and closely relevant to the present study since it provides opportunities for practicing idiomatic expressions.

6.6.4 Evaluating the materials for the Explicitly Taught Course (ETC)

In this section we will be involved in the selection of the materials for the Explicit Taught Course on IEX / MWV for the subjects of the study: the Sudanese learners of English at the tertiary level. These materials are workbook(s) and others of supplementary kind (i.e. to complement the workbooks, course books, dictionaries / references etc.) The desire to look for new materials stems from a dissatisfaction with what is being currently used and we shall compare a number of different and various alternatives. Whatever the reasons for considering whether or not certain materials are appropriate for the target students, the decision that we take is vital. It is vital because we will take at least some of our ideas from the textbook, and may even use it as the basic syllabus for the course.

Before attempting to evaluate the materials in the ETC, we have come to some conclusions about our students and what their needs (problems and difficulties etc.,) are (see chapter 5). This knowledge is necessary for us to be able to judge the materials in the light of our knowledge of the students who may eventually use them. After drawing up a profile of the students (our subjects) and their needs; we can then go about evaluating materials that seem to be suitable for the students in two ways. One of these ways is to study the book etc., and see how well it matches our students and their needs. In doing this, *Harmer* materials evaluation from is useful: Jenny Harmer, 1983 (pp.241/244) (see appendix 9 of this research.) Another is to implement / pilot the course. The ETC materials were tried out on the Sudanese students at university level and the results were measured (POT). Once again, after such experimentation the materials evaluation form is useful here.

There are two steps, then, in the evaluation of the materials (used in ETC): the first is *having a profile of the students and their needs* which leads us to conclusion about the type of material(s) which would be appropriate for them, and the second, subsequent step, is applying this knowledge to the completion of the materials evaluation from (MEF), which aims to measure how far the materials under consideration match up to student needs and the general methodological principles and techniques of teaching / learning these multi-word lexical items.

Armed with knowledge about our students we can (now) evaluate materials that seem to be more or less appropriate for our students' personalities, needs and problems and difficulties.

In the materials evaluation form questions are asked which demand the answer 'yes' or 'no' and an additional comment. The materials evaluation form has seven major headings.

1. practical considerations,
2. layout and design,
3. activities,
4. skills,

5. language type,
6. subject and content, and
7. guidance

Using the M.E.F, we arrived at the following about the materials used in the ETC:

1. **Practical considerations:**

   The price of the materials is right for the students. The integral parts of the course are available.

2. **Layout and design:**

   The materials look attractive to the students (this does not necessarily mean full-colour photographs). The design is suitably scientific-looking in a clear and interesting way.

3. **Activities:** The range and balance of activities in the materials is reasonable. There is a substantial amount of language input and that there is a variety of communicative activities. The practice activities are useful and motivating and the presentation of language takes place in realistic and motivating contexts.

4. **Skills:** The ETC material answers the students' needs (from the description of the problems / difficulties that we have previously discussed). The right and necessary skills are included (guessing from context) and the balance between the different (macro/sub-skills) is appropriate for the students: reading comprehension and guessing vocabulary from context etc.

5. **Language Type:** The language in the materials is realistic. The language is at the right level for the students. It is of the right type. The progression of 'new' language is logical and appropriate for the students. That is, how and in what order, students are asked to produce new language. In general, the students are able to build on what they already know so that there will be some connection between what they have just learnt and what they are learning now (in the ETC). The materials provide a sequence that is intelligible to the learner rather than unconnected items thrown into a course at random. Reconsider the 3 main sections of Practice with Idioms:

   I. Intransitive Verbal combinations

   II. Trarnsitive Verbal combinations

   III. Nominal, adjectival and adverbial forms

6. **Subject and Content:** When analysing the topics etc. included in the course we found that they matched up to the students' personalities, backgrounds and needs. The subject and content are relevant to our students' needs, are - at least sometimes - realistic, they are interesting for the learners and there is sufficient variety to sustain motivation.
7. **Guidance:** There is sufficient guidance not only for the teacher but for the students. For the teacher, there are clear explanations of how the material can be used to its maximum advantage. For the student, the materials are clear, easy to follow (in terms of instructions, etc.) and have clearly stated objectives that both students and the teacher(s) can understand.

For the above mentioned reasons we recommend that the materials should be used.

6.6.5 The Implementation of the explicitly taught course on Idiomatic Expressions and Multi-Word Verbs

In the previous sections (6.6.3 and 6.6.4) an attempt has been made to present and examine eight sources of materials to draw on in building up the explicitly taught course on IEX and MWV for the Sudanese learners of English at the tertiary level. These sources are:

1. Practice with Idioms (Feare 1980)
2. A Practical English Grammar
3. A Practical English Grammar Exercises Book 2
4. Cambridge International Dictionary of Phrasal Verbs: Themes Panels
5. Cambridge International Dictionary of Phrasal Verbs:Exercises
6. Cambridge International Dictionary of Idioms : Themes Panels
7. Cambridge International Dictionary of Idioms : Exercises
8. Collins COBUILD Dictionary of Phrasal Verbs Workbook + Collins COBUILD Dictionary of Idioms Workbook.

Generally speaking when checking the suggested materials, for the ETC on IEX / MWV of English, against the evaluation criteria listed below, we found that these materials share, more or less, these conditions and, thus, they seem suitable and appropriate for the Sudanese Learners of English at the university level:

- **Teaching Skills (Performance) and Knowledge (Information)**

  The emphasis of the students needs is on both skills instruction and knowledge instruction: There is a balance between performance and information.

- **Scope**
  - The range of skills taught matches the range specified in our instructional objectives.
  - The skills can be taught in the allotted time.
- Sequence
  - Skills required for the performance of other skills are taught first.
  - Skills are cumulative.
- **Manageable Steps**

  Instruction is presented in steps that are appropriate for the target audience.

- Lesson **Structure**
  - There is a structured 'lesson' to teach specified objectives.
  - The lessons contain a section that teaches instructional background.
  - Information required to perform the skills under specified conditions is provided.
  - A detailed description of how to perform the skill is provided.
  - The lessons contain useful examples.
  - Students are encouraged to practice skills taught in formal exercises.
  - Exercises clearly relate to the performance of the skill.
  - Exercises require the use of skills taught in previous lessons (are cumulative.)
  - Integrative exercises are provided (the skills are practiced "in context").
  - Enough exercises are provided for adequate practice.
  - Feedback is provided about required responses.
  - Feedback gives clear description of required response.
  - Where appropriate, feedback is explained in detail.
  - Feedback "anticipates" students' concerns, problems, and questions and addresses them.

- Format

  The instructional format of the materials is appropriate.

- **Appropriateness**
  - Content is appropriate for the age of the target population.
  - Machanics of the materials (instructions, response mode, feedback etc.) are appropriate for the target population.
  - Instructional style is appropriate for the purpose of the materials.
  - Content is closely related to instructional objectives

- **Accuracy and Completeness**

  Content is accurate and complete.

- **Interest and student motivation**
  - Lessons 'build in' for successful learning.
  - The materials use a variety of motivational techniques.
  - Content is presented in an interesting style.

- **Cultural Bias and Stereotypes**
  - The materials are free from bias and stereotypes.
  - The materials contain positive role models for the target population.

- **Quality of Writing**
  - The materials do not contain spelling, typographical or grammatical errors.
  - The style is clear, concise and interesting.

- **Method of Delivery**

  The materials are compatible with the desired method of delivery of instruction: a combination of teacher directed and independent / individual student basis.

From the above eight materials discussed in the previous sections, the researcher piloted the first three of them: these are namely:

1. Practice with Idioms (Feare 1980).
2. A Practical English Grammar (A.J.Thomson & A.V.Martinet)
3. A Practical English Grammar: Exercises Book 2.

In what follows, we shall try to give a brief account of the administration of the ETC to the subjects of the present study.

Despite the paucity of research on the possibility of improving L_2 vocabulary knowledge / mastery through the explicit instruction, we hypothesized that our learners could benefit from explicit teaching of idiomatic expressions and multi-word verbs. We believe that such instruction would give EFL learners an exposure to a good dose of knowledge to:

- understand the concepts of idiomatic expressions and multi-word verbs,
- familiarize themselves with these two terms,
- raise their awareness,
- involve them in the teaching / learning processes: the input must be accomplished through interactional opportunities that the learners get in the acquisition / learning process itself.
- train the students on vocabulary learning strategies, especially the guessing-from-context strategy.

The **Target Audience**

The course was intended for the Sudanese university students majoring in English at the third level. For justification of the choice of the 3rd year students, see Chapter One: Section 1.3.5

Sampling

In order for the samples to be representative, we selected the students of English departments, faculties of Education and Arts of Khartoum and Elneelain universities respectively. The following were the numbers of subjects.

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NUMBER OF SUBJECTS (STUDENTS) PARTICIPATED IN THE ETC

University	Faculty	Total No. of students	Sample subjects
Elneelain	Arts	115	65
Khartoum	Education	35	35
Total		150	100

Small Scale Sample

The sample size for the experiments / this study could not be expanded because of the availability of limited number of students during the period of the study: The academic year 1998-1999: (Sep. 1998 – April 1999)

The 35 students of the Faculty of Education, University of Khartoum are the total number of students enrolled at third year at that time while for the Faculty of Arts, Elneelain university, we get this number of students after the exclusion of what are called as the 'mature students' (those are part-time students, with different backgrounds, motivation, age etc., which might make the group heterogeneous). For a detailed description of the subjects of this study see appendix 4: students questionnaire especially the 1st ten questions as well as Chapter 5 data collection etc.

The **conditions during the** ETC

Materials were developed and administered during the regular term / semester of the academic year of the students. 15.12.1998 - 15.4.1999. Thus, the course materials were especially designed for the teaching / learning of idiomatic expressions and multi-word verbs with emphasis on the specific features that were found to be problematic for the Sudanese learners of English as a foreign language. The explicit course was given to the students of Arts and Education faculties of Elneelain and Khartoum Universities respectively. The total number of the subjects involved in this course is 100. In particular, the target group, 3rd level students, was taught for 4 months at the rate of 4 hours per week between December 1998 to April 1999.

It is important to mention, here, that having realized the importance of the course on idiomatic expressions and multi-word verbs for the students of English departments, the administration of the Faculty of Education, University of Khartoum and the Faculty of Arts, Elneelain University, represented by the Heads of these departments, facilitated our mission by giving the permission to annex the course with the regular syllabus meant for the students of these departments. In the case of Elneelain University the course was attached as a part of the regular course of 'Linguistics' as part of the semantic

component: considering the fact that idiomaticity is a semantic matter, whereas in the case of the students of Khartoum University, it was taught as 'special topic' in language / linguistics.

For Elneelain University the introduced course was allotted a weight of 40 marks to be given by the researcher to the participating students in order to ensure their enthusiasm / motivation, attendance and cooperation throughout the course period. For Khartoum University the same conditions applied (i.e. the course attached to the regular semester) but the total course marks (special topic in language / linguistics) were devoted to the explicitly taught course on idiomatic expressions and multi-word verbs.

For practical reasons, during the sessions of the course, the students of both universities were not grouped together in one class (the distance between the two campuses, the time table, the number of students etc.) However, the learners were exposed to the same teaching instructions and methods.

This course on idiomatic expressions and multi-word verbs was personally administered / taught by the researcher himself. The classes were conducted in the form individual basis, group work and the whole class. It is a formal setting but friendly atmosphere.

In conducting the ETC, the researcher made use of the instructions and guidelines appeared in the introductions to the selected materials especially the valuable section of Feare 1980: Workbook "Practice with Idioms" entitled *working through a chapter* discussed and presented at length in section 6.6.3.1 of the present study. Overall, in implementing the course the detailed description of the procedures, techniques, classroom practices, teacher and student(s) role etc., suggested in the chosen materials were followed as much as possible by the researcher.

Some of the methods, classroom practices and teaching techniques used in the course were:

. The student as a researcher, as a problem - solver;

. The student as a teacher;

. The main role of the teacher, here, is facilitator, advisor: he advises the students of the work to be done, guides them through their work and helps them to discover and understand for themselves the rules and concepts associated with MWV / IEX.

Then there come the following practical steps:

- The researcher explained to the students what is meant by multi-word lexical items; multi-word verbs / phrasal verbs; idiomatic expressions as well as clarification of the relation between IEX & MWV and their importance in English Language and everyday use
- The learners were given materials about idiomatic expressions and multi-word verbs: handouts.
- The learners were given the opportunity to try guessing the target multi-word lexical items (idiomatic expressions / multi-word verbs). The students should analyse the contextual setting of IEX / MWV and extract an appropriate definition / synonym.
- The learners were made aware of a wider range of the strategies of learning vocabulary with special emphasis on the strategy of inferring / guessing the meaning from the context.
- The learners were trained to use effectively the guessing-from-context strategy in handling the meaning of idiomatic expressions / multi-word verbs.
- The students were encouraged and helped to figure out the semantic and grammatical rules, which govern the knowledge and use of IEX and MWV, through comparing sets of correct and incorrect sentences in various and different activities and exercises.

6.7 The Post-test

6.7.1 Introduction

In this section, we will try to evaluate the performance (written production / reception) of the subjects of the present study using a post-test. The students were tested after receiving an explicit taught course on idiomatic expressions and multi-word verbs of English.

The main objective of this test is to find out what effect / impact the explicit taught course (ETC) on IEX / MWV has on the knowledge and use of the subjects on these two vocabulary areas. That is, assessing the concrete development and effect that the teaching / learning suggestions, forwarded in the previous section of this study, have on the learners' mastery over these multi-word lexical items.

As it has been indicated in chapter 5 of this thesis, the pre-test and the post-test are constructed using the same format, the same sources, the same number of questions, items and the same instructions (rubrics). The sub-tests types are similar: passage completion / gap filling choosing from a given list, substitution / matching, errors identification / recognition, sentence writing and paraphrasing. In sum, the two tests are parallel. The only main difference is the vocabulary items tested: in the pre-test, for example, we include the MWV *find out* and in the post-test the MWV *make out*. However, the post-test is part of materials the subjects are familiar with (because of the introduction of the course on IEX / MWV) which is not the case in respect of the pre-test.

6.7.2 Construction of the Post-test

In compiling / constructing the post-test we draw mainly on the following sources:

- A.J.Thomson and A.V.Martinet (1986) (4^{th} ed.) A Practical English Grammar: Exercises Book 2 (see appendix 6.b.II).
- Ronald E.Feare (1980) Practice with Idioms (appendix 6.a).
- Others: The Dictionary of American Idioms etc.

In what follows an attempt will be made to give a brief description of the present test. Overall, the test consists of five sub-tests.

Question one 'a' is a passage completion using the technique of gap-filling with a pool of answers (a given list). In this question, meaning is tested and to some extent grammar and collocation. The task is a comprehension of the input text then completion of the passage. The number of the tested items is 20 MWV. This question is allocated 20 marks (½ for each correct completion).

Question 'b' is a transformation task. This sub-question includes 2 parts:

(i) passive transformation.

(ii) nominalization.

A group of sentences (5) were given in each part and the testee has to change them according to the instructions provided. When transformation can not be applied the test-taker has to indicate that by writing '*not possible*'.

The objective of this question is to test the students' ability to transform grammatical structures. That is, testing the ability of producing different and various structural patterns using basic sentences. The total number of items / sentences focussed on in this task is 10:5 passive transform and 5 nominalized form. 1 mark is devoted for each correct answer. Examples of this sub-question are:

From (i) Passive transform:

1. The police have cleared all our characters (MWV)
2. George had spilled the beans (IEX)

From (ii) Nominalized transform:

1. His promotion has *stepped up* their social status.
2. They have *mixed up* the exam papers.

Question **two:** the testing technique used in this question is substitution / matching. The testee has to comprehend the given sentences then select the equivalent definitions / synonyms from the provided list. It requires the student to analyse the contextual setting of the IEX / MWV and to extract the appropriate substitutes. The major objective of this task is to measure the subjects' ability to understand and substitute IEX / MWV by choosing the suitable equivalents. 40 items are provided, here, which are sub-divided into four sections on the basis of the grammatical category they belong to. These units are: verbal combinations, nominal, adjectival and adverbial. As an illustration we can take the examples below (as representing the 4 categories in this question):

1. I thought John and Mary were happy, but they recently got a divorce; how did it *come aboutl* (verbal).
25. The volunteer was so dedicated to the politician that he put his heart and soul into all his work *{nominal).*
33. In the difficult court case, the judge's decision was fair and square for both sides. (*adjectival).*
40. Although people would like to leave forever, everyone has to die sooner or later (adverbial).

(N.B: we retain the serial numbers of the items as appeared in the test.)

Question **three:** The testing technique used in this question is errors identification / recognition. The testees were asked to indicate whether the given sentences are correct or incorrect. The main goal of this task is to test the subjects' ability to distinguish between correct sentences and wrong ones. This distinction should be made on the basis of the subjects' knowledge of the grammatical rules governing the following aspects of IEX / MWV among others:

- prepositions / particles and noun objects / pronouns position(s) in relation to the verb.
- fixation / freedom of the forms of the words in the IEX. e.g. plural / singular.

- arrangement of the components of an IEX: the word order within the given IEX.
- choice of the appropriate conjunction in an IEX.

40 sentences are provided in this question. These items are classified into 4 sections: verbal, nominal, adjectival and adverbial combinations. This task was given 20 marks. Though there is a 50/50 chance of getting the correct response / answer by mere guessing, no attempt has been made to penalize the wrong answers by subtracting more than ½ mark. The number of the items in this question (40) as well as the arrangement of these items in various sets are intended to compensate for this chance factor. Some examples of this sub-test are given below:

1. The company fell through its plan.
3. The Chairman early showed up.
4. The chairman showed up early. → verbal
13. The lawyer stuck it to.
14. The lawyer stuck to it.
27. Before going on vacation I accomplished an odd and end.
28. Before going on vacation I accomplished some odds and ends. → nominal
30. The judge's decision was quite fair and square.
31. The judge's decision was quite fair or square. → adjectival
36. Jim looked high and low for the book.
37. Jim looked for the book high and low. → adverbial

Question four: In this sub-test, the multiple choice technique is used. Note that multiple choice items are tricky and time consuming to compose, but, if the answers (options) are clear it is very quick and easy to mark. The main objective of this question is to test the subjects' knowledge of the different and various meanings of IEX / MWV in context as well as their mastery over the grammatical behaviour of these multi-word lexical items.
40 items were provided in this task. These items are grouped under the following grammatical units: verbal, nominal, adjectival and adverbial. 20 marks are devoted to this question: each correct answer gains ½ mark. As many of the objective test types, there is a possibility in this technique to arrive at the correct answer by mere guessing. A testee who does not know the answer in this question has a 25 percent chance of being right by guessing (since there are 4 options). Again, as has been done in question 2 of this test, no attempt is made to penalize the wrong answers by substracting. Every correct answer should be regarded as a genuine response and merits ½ mark. Some examples of this question are:

1. If you weren't so careless, your typewriter wouldn't.....
   a. break down b. come about c. break in d. break out

(verbal)

30. When I make a final decision, I never have.....
   a. close calls b. pins and needles c. second thoughts d. ins and outs

(nominal)

39. Are you being.....when you insist on such narrow-minded decision?
   a. last straw b. clear-cut c.fair and square d. all-out

(adjectival)

36. Wouldn't it be nice if we could eliminate all war and violence.....
   a. for now b. for good c. time and again d. now and gain

(adverbial)

Question five 'a': Sentence writing technique is used in this question. The testee has to understand th given sentences / statements then produce the required responses. It requires the student to write a brief, original sentence using IEX / MWV in correct response to a specific question. The context is provided but must be developed appropriately. The main objective of this task is to test the subjects' ability in producing a meaningful, grammatical sentence on the ground of their comprehension (interpretation) of the given stimuli. 30 items are tested in this question. These items cover the following grammatical categories: verbal, nominal, adjectival and adverbial. The marks devoted to this sub-question are 15 marks: each correct response receives ½ mark. Examples of the items in this question are:

3. When a vocabulary word is very difficult, how do you try to catch on? (verbal)

20. In what situation would you be on pins and needles? (nominal)

24. Which of you activities are few and far between? (adjectival)

30. What bad habit would you like to stop sooner or later? (adverbial)

Question five b: paraphrasing / rewriting: The testing technique used in this part of question 5 is paraphrasing / rewriting of a text. A passage (one paragraph text) is given and the test-taker has to re-write it, incorporating a change of expressions but preserving the basic meaning. This test type focuses on the same aspect as transformation (change of grammatical structures / patters) but is likely to reflect more through knowledge of the target items, since it involves paraphrasing the entire *meaning* of a passage rather than transforming a particular item. It is, however, more difficult to compose, and the marking may be more subjective. In short, this question entails a paraphrase of a short passage, of course, after understanding the text (comprehension) there follows production.

The main objective of this task is to test the learners' ability to rewrite the passage in their own words. In particular, it assesses the subjects' ability to comprehend informal idiomatic language and produce an equivalent version retaining the essential meaning of the input text. This short text consists of 10 connected sentences which are made up of combinations of IEX / MWV. The correct rewriting of the whole passage receives 5 marks. As an illustration of this question let's take the first 3 sentences:

'One day Bill was really down in the dumps. His friends seemed to be sitting pretty. They were not beating down doors to find ways to get movie money. . . . . .'

6.7.3 The Post-Test: Analysis and Discussion of the students' performance

The test was administered on the 3rd year students of the Faculty of Education, University of Khartoum and the Faculty of Arts, Elneelain University on 15.04.1999. The content of the post-test was written, typed and printed out on sheets. Then it was explained to the subjects how they should answer each question of the test.

The subjects' responses were collected and marked by the researcher himself. Since it is an objective test (with the exception of question 5.b) the correction was made on the basis of the already prepared answer keys.

The scores obtained by the students are provided in appendix 8 of this study. The presentation and the tabulation of the subjects' performance in this test: numbers of correct / wrong answers and their total percentages will be given in the subsequent pages under the following main categories: verbal, nominal, adjectival and adverbial. The reader is reminded that since the post-test has the same format as the pre-test (discussed in Chapter 5). We followed the same method of analysis, tabulation and presentation used therein.

Question One

a. **passage completion**

In this part of question one, the students were asked to complete a passage by choosing the suitable multi-word verb(s) from a list of 20 verbal combinations. Ten marks were allotted for this sub-test (14 mark for every correct completion). The students' scores in this sub-question will be given in appendix 8. In what follows the subjects' performance (number of correct / wrong answers and their total percentages) will be shown.

Table - 84

POT: Q.1.a TESTED MWV, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Items	No. of correct answers	%	No. of wrong answers	%
1.	got up	100		00	
2.	washed up	70		30	
3.	set out	87		13	
4.	pick up	86		14	
5.	burn down	100		00	
6.	ring up	100		00	
7.	switch off	98		02	
8.	get in	75		25	
9.	locked up	100		00	
10.	break in	76		24	
11.	rang up	100		00	
12.	see to	89		11	
13.	held on	100		00	
14.	got in	90		10	
15.	switched off	98		02	
16.	got out	90		10	
17.	passing around	55		45	
18.	pulled up	46		56	
19.	get away with	85		15	
20.	put — up	99		01	
Total		1744	87.2%	256	12.8%

Table 84 shows the tested items, the number of correct / wrong answers and percentages.

Let's take up these items in turn, in some details:

Item 1. 'got up'

The first blank in this passage requires the correct answer *got up.* All the testees answered this item correctly.

Item 2. 'washed up'

The second blank in the text should be filled with the MWV *washed up.* 70% of the subjects succeeded in answering this item. However, those who failed to select the suitable answer (30%) opted for wrong choices such as *locked up* and *switched off* which do not suit the context.

Item 3. 'set out'

In this item, the adequate MWV was chosen correctly by 87% of the students. The rest (13%) selected wrongly the option: *got out.*

Item 4. 'pick up'

Gap 4, in this question, needs the right answer *pick up.* 86% of the candidates succeeded in selecting the correct answer while the rest (14%) chose inappropriate verbal constructions such as *get away with* and *put up.*

Item 5. 'burn down'

The suitable MWV to match blank 5 is *burn down* which was chosen by all the 100 students.

Item 6. 'ring up'

Here, all the subjects opted for the right MWV *ring up.*

Item 7. 'switch off

Almost all the students (98%) succeeded in choosing the correct verbal combination *switch off* while the remaining (2%) selected *see to* which is unsuitable for the given context since it does not match the intended meaning.

Item 8. 'get in'

75% of the testees opted for the correct verbal construction *get in* while the rest (25%) went for the plausible distractor *break in.*

Item 9. 'locked up'

All the test-takers selected the correct verbal combination.

Item 10.'break in'

The space should be filled with the MWV *break in* which was done successfully by a considerable proportion of the learners (76%). The remaining (24%) chose, instead of the suitable answer, the plausible option *get in.*

Item 11. 'rang up'

The required MWV in this blank is *rang up.* All the learners discovered the intended verbal construction.

Item 12. 'see to'

89% of the subjects went for the adequate verbal construction to fill the blank. The rest (11%) opted wrongly for *set out* and *pick up.*

Item 13. 'held on'

All the test-takers selected the correct MWV *held on* which fits the given blank.

Item 14. 'got in'

90% of the testees chose the correct answer for the relevant space. The remaining (10%) selected the unsuitable MWV *get in* and *break in.*

Item 15. 'switched off

This item has appeared before in this test (item 7 of this question) but in the present tense. However, 98% of the informants filled the blank correctly with the suitable MWV while only 2% opted for the wrong options: *switch off* (1%) and *locked up* (1%).

Item 16. 'got out'

90% of the candidates selected the suitable MWV *got out* whereas for the remaining (10%) they either chose incorrect answers such *as pulled up* or left the blank unfilled.

Item 17. 'passing around'

The subjects' performance in this item is low, compared to the other items in this task. Only 55% of the testees were able to choose *passing around,* as right answer to match the given space, while a considerable proportion (45%) either selected inappropriate verbal combinations such as *got out* or left the space empty i.e. not providing any MWV.

Item 18. 'pulled up'

Less than half of the subjects (46%) answered this item correctly while more than half of them (54%) failed to identify the suitable MWV. This relative failure could be attributed

to either the non-familiarity of the students with the given verbal construction or the paucity of the context.

Item 19. 'get away with'

This MWV was chosen successfully by 85% of the learners while the rest (15%) either selected wrong options such as *pick up, put up* or left the blank unfilled.

Item 20. **'put____up**

Almost all the test-takers got this item right. The form of the verbal construction (i.e. the division of the 2 parts of the MWV by a dash) as well as the richness of the context might have helped the students to arrive at the correct answer.

Summary for Q.1a.

From table 84 and the discussion which follows, we can conclude that the subjects' performance on the passage completion task is satisfactory. The testees succeeded in selecting the suitable MWV (literal or non-literal verbal combinations) to fill the given blanks in the text. The statistics below shows the students' general performance in this question.

Total number of possible answers	=	2000
Total number of correct answers and percentage	=	1744 (87.2%)
Total number of wrong answers and percentage	=	256(12.8%)

Compared to the equivalent sub-question in the pre-test:

Total number of possible answers	=	2000
Total number of correct answers and percentage	=	743 (37.15%)
Total number of wrong answers and percentage	=	1257(62.85%)

Thus, we can conclude that the students made considerable progress regarding multi-word verbal constructions after the introduction of the ETC.

Question 1.b

Transformation

In this part of question 1, the testees were asked to transform 10 sentences: 5 into passive and 5 into nominalized forms (derived-noun forms).

10 marks were devoted to this task: One mark for each correct answer. (see appendix 8 for the students' scores in this question).

1.b.I **passive transformation**

The testees were asked to transform 5 sentences into passive forms. Table 85 below, exhibits the tested items, the number of correct / wrong answers and the total percentages.

Table - 85

POT: Q.1.b.I PASSIVIZATION: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
1.	The police have cleared all our characters.	98		02	
2.	George had spilled the beans.	91		09	
3	The state should foot the **bill.**	51		49	
4	The boss caught Steve napping.	90		10	
5	We need to make more room on TV schedules for serious drama.	90		10	
Total		420	84%	80	16%

In the following paragraphs we will discuss the subjects' performance in this sub-question in some details.

Item 1. The police have cleared all our characters.

Possible transform:

All our characters have been cleared by the police.

This sentence admits passivization: there is a transitive verb + an object and the whole expression is semi-transparent (less idiomatic). 98% of the testees succeeded in transforming the sentence correctly.

Item 2. George spilled the beans.

Possible transform:

The beans had been spilled by George.

Here, the underlying meaning '*reveal a secret*' admits passivization. Thus, 91% of the test-takers succeeded in changing the provided sentence into passive.

Item 3. The state should foot the bill. (impossible)

Though the surface structure of this sentence is *S + V + O*, the sentence could not be transformed into the passive form. The reason is that the expression is highly idiomatic. Only 51% of the subjects provided the correct response saying that the given sentence does not accept passivization. The remaining (49%) changed it into the unacceptable:

* The bill should be footed by the state.

Item 4. The boss caught Steve napping.

Possible transform:

Steve was caught napping by the boss.

90% of the students answered this item correctly providing the adequate transformation. The 10% either failed to make the necessary change or wrote *not possible.*

Item 5. We need to make more room on TV schedules for serious drama.

Possible transform:

More room needs to be made on TV schedules for serious drama.

90% of the learners made the transform successfully. The rest (10%) failed in replying correctly to this item. This could be as a result of the fact the sentence is long which made the identification of the object a complicated task for the testees.

Summary for Q.1.b.I

The students' performance presented and discussed in this sub-section revealed that the learners made a considerable improvement in their ability to change IEX / MWV from active to passive forms. In the pre-test the students' performance in the same task is as follows:

Total number of possible answers = 500

Total number of correct answers and percentage = 135 (27%)

Total number of wrong answers and percentage = 365(73%)

In the post-test, it is as below:

Total number of possible answers = 500

Total number of correct answers and percentage = 420(84.%)

Total number of wrong answers and percentage = 80(16%)

l.b.II **Nominalized transformation:** derived-nouns forms

In this sub-question, the students were asked to transform the *underlined* MWV into nominalized forms (derived-noun forms). The items tested, here, are:

Stepped up, mixed up, cleaned out, walked out and flew past.

Table - 86

POT: Q.l.b.II NOMINALIZATION: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
1.	His promotion has stepped up their social status.	97		03	
2.	They have mixed up the exam papers.	99		01	
3	She cleaned out the place thoroughly.	98		02	
4	Building workers walked out.	98		02	
5	A group of jet fighters flew past.	48		52	
Total		440	88%	60	12%

Table 86 presents the tested items, the number of correct / wrong answers and percentages.

The students' responses are analyzed and described below in detail.

Item 1. His promotion has stepped up their social status.

Possible transform:

There is a *step-up* in their social status.

97% of the subjects succeeded in changing the underlined MWV into nominalized form while only 3% failed to carry out this task.

Item 2. They have *mixed up* the exam papers.

Possible transform:

There has been a *mix-up* with the exam papers.

Almost all the learners (99%) transformed the given verbal combination into the suitable derived-noun form.

Item 3. She *cleaned out* the place thoroughly.

Possible transform:

She gave the place a thorough *clean-out.*

98% of the testees answered this item correctly producing the required transform. The rest (2%) failed to make the necessary change.

Item 4. Building workers *walked out.*

Possible transform:

Building workers staged a *walk-out.*

98% of the test-takers provided the correct derived-noun form. The remaining (2%) were not able to produce the right change.

Item 5. A group of jet fighters *flew past.*

Possible transform:

A group of get fighters did / staged a *flypast.* Or

There was a *flypast* by jet fighters.

This item is different from the other four items in this sub-question in the sense that the sought derived-noun form should be written as one word *(flypast)* while for the rest, the nominalized forms are not fully joined. There are linked using hyphen(s). However, only 48% of the candidates managed to supply the correct form. The 52% of the testees did not succeed in responding correctly to this item. This considerable number of the

subjects (who failed to carry out this task successfully) might be attributed to the orthography of the form on focus *or* to the fact that the some of the testees thought that the transformation is not applicable and they wrote *not possible.*

Summary for Q.1.b.II

In the pre-test the students' performance in the similar task could be summarized statistically as below:

Total number of possible answers	=	500
Total number of correct answers and percentage	=	85 (17%)
Total number of wrong answers and percentage	=	415(83%)

In this test (the post-test) it is as follows:

Total number of possible answers	=	500
Total number of correct answers and percentage	=	440 (88%)
Total number of wrong answers and percentage	=	60(12%)

You can see that nominalized forms are useful. Many verbal combinations could be transformed into noun forms and knowing how and when to use the derived-noun forms correctly increase the ability to communicate effectively. The subjects acquired this ability as the statistics above indicate.

Question Two: Substitution / Matching

The test-takers were required to give the meaning of 40 idiomatic expressions / multi-word verbs, in the given spaces, by choosing the suitable definitions / synonyms from a list of 40.

20 marks were devoted to this question (½ for each correct substitution). The students' scores in this question will be given in appendix 8. However, in this task the subjects' performance (numbers and percentages of correct / wrong answers) is tabulated following the grammatical categories below:

verbal, nominal, adjectival and adverbial.

Table - 87
POT: Q.2 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
1.	I thought John and Mary were happy, but they recently got a divorce; how did it come out?	100		00	
2.	If you want to get ahead in life, you have to work hard and save your money.	91		09	
3.	At first the students in my class were too noisy, but eventually they settled down to work.	90		10	
4.	When I graduate from college, I'd like to go into nursing and health services as a full-time career.	81		19	
5.	I was very surprised when I ran across Joe, an **old** friend I had forgotten, in the supermarket.	88		12	
6.	He tried to change my mind for over an hour, but I stuck to my own opinion.	98		02	

7.	Some people eo in for sports like football, while other people go in for hobbies like reading.	80		20	
8.	You can look up to a teacher who really wants to help you and always does his or her best.	100		00	
9.	Her social schedule was very busy, and she liked to be in on every party or activity.	80		20	
10.	Sometimes a business will give away free samples of their product so that people can learn about it.	100		00	
11.	The tour organization called off the trip because so few people showed up at the first orientation meeting.	80		20	
12	It was too dark to make out the letters on the sign far ahead.	90		10	
13.	Tom's parents were taking off a week for a trip, so he went to the airport to see them off.	100		00	
14.	Now I can't go to parties every night like I used to because my job and family really tie me down.	95		05	
15.	Before we talk over the plan with the president, kick it around for a while with your assistants whenever you have some time.	75		25	

16.	The support of other scientists lends strength to the scientist's new theory.	90		10	
17.	I put freedom above money because , without freedom, money doesn't mean anything.	90		10	
18.	The teacher found fault with the student because he didn't do his homework and often slept in class.	84		16	
19.	Most people think that marriage is important, but happy bachelors would laugh and make light of it.	100		00	
20.	You shouldn't doubt him when he claims that he's telling the truth; take him at his word.	100		00	
21.	After the criminal told all the details of his crime, the police were able to lay the crime to rest and file it away.	75		25	
22.	He wanted to go into the matter more deeply so he asked to talk it over with me next week.	75		25	
23.	Since the manager knew nothing about the proposed project his secretary filled him in on the important facts.	100		00	
24.	I have no authority to approve your plan; you'll have to take it up with the president before you proceed.	75		25	
Total		2137	89.04%	263	10.96%

Table 87 shows the tested items / sentences, the number of correct / wrong answers and their percentages.

- **Verbal Construction(s) (items 1 - 24)**

In what follows we shall discuss the verbal combinations in this section in turn.

Item 1. 'come about'

This verbal combination consists of intransitive verb + particle which has the meaning *'to happen'*. All the testees succeeded in matching this verbal construction with the required 'synonym' from the given list.

Item 2. 'get ahead'

The tested MWV, here, is intransitive verbal idiom (verb + particle) meaning *'to make progress'* in the given context. 91% of the subjects selected the required definition. The rest (9%) opted for *to make important.*

Item 3. 'settle(d) down'

The MWV, in this item, contains intransitive verb + preposition, having the meaning *'to become calm'*. The majority of the testees (90%) succeeded in selecting the corresponding definition.

Item 4. 'go into'

The verbal construction, in this sentence, is formed from intransitive verb + preposition. 81% of the learners selected the correct synonym *'to examine'*.

Item 5. 'ran across'

In the sentence 'I was very surprised when I ran across Joe,...' the suitable definition is *'to meet sb unexpectedly'*. 88% of the test-takers answered this item correctly.

Item 6. 'stuck to'

98% of the subjects were able to choose the correct answer *(to never change)* which matches the MWV *'stuck to'* in the provided context.

Item 7. 'go in for'

This 3-word verb meaning *'to be interested in'* in this item was answered correctly by 80% of the testees whereas for the remaining (20%) they confused it with the meanings of go *into* (= examine) and *be in on* (= to participate in).

Item 8. 'look up to'

The MWV in the sentence 'you can look up to a teacher who really wants to help you and always does his or he best' suits the synonym *'to respect'*. All the 100 subjects opted for the correct answer.

Item 9. 'be in on'

The verbal combination (v + particle + preposition) *'be in on'* has the meaning 'to participate in' in the given text. 80% of the subjects selected the correct synonym while the rest (20%) chose wrongly 'to examine' and 'to be interested in'.

Item 10. 'give away'

The multi-word lexical item '*give away'* has the meaning 'to distribute freely' in the given sentence. All the test-takers selected the adequate reply.

Item 11.'called off

The meaning of this verbal combination in the given utterance is 'to cancel'. 80% of the learners selected the appropriate synonym whereas for the remaining (20%) they chose 'to limit / restrict' and 'to become calm'.

Item 12. 'make out'

The MWV, here, has the meaning 'to distinguish' which was gone for by 90% of the candidates. The rest (10%) failed to supply the correct synonym.

Item 13. 'see sb off

This MWV owns the meaning 'to say goodbye' in the given context. All the testees were able to choose the correct response.

Item 14. 'tie down'

Here, the verbal combination has the sense 'to limit or restrict'. 95% of the subjects answered this item correctly while the remaining (5%) do not know the intended meaning.

Item 15. 'kick. . . . .around'

In this item, the MWV owns the meaning 'to discuss informally with'. 75% of the students answered this element adequately. As for the rest (25%) they went for wrong options such as *'to consider unimportant'*, 'to criticize' and *'to discuss with'*.

Item 16. 'Lends....to'

The sense of the multi-word lexical unit in this sentence is : 'to make (sth) important' which was opted for correctly by 90% of the test-takers. The remaining (10%) failed to see the intended meaning.

Item 17. 'put....above'

The intended meaning of this verbal combination, in the given text, is 'to regard as more important than' which was chosen successfully by 90% of the subjects. The rest (10%) failed to select the required answer.

Item 18. 'found fault with'

This is special kind of a verbal combination, since it has a fixed noun (fault) which forms a part of the larger construction. The noun in this MWV functions as 'subject'. In this item, 84% selected the relevant definition 'to criticize'.

Item 19. 'make light of

Again, this is a particular type of verbal combination (it has the word 'light' as fixed component). The intended meaning of the MWV, in this item, 'to consider unimportant' was arrived at by all the test-takers.

Item 20. 'Take sb at his word'

Like the previous verbal constructions in sentences 18 and 19, this construction has the noun 'word' as part of it having the meaning 'to believe'. This MWV is different from the previous ones in that the added / fixed noun functions as a prepositional object while in those constructions it is a 'subject'.

Item 21. 'lay. . . . to rest'

In this combination there is one special noun 'rest' in the noun phrase following the preposition. The meaning of this complex idiom is *to resolve, to remove doubt about.* 75% of the testees answered this item correctly.

Item 22. 'talk (it) over with'

This 3-word verbal construction has the meaning *to discuss with.* 75% of the test-takers arrived at the correct reply while the rest (25%) failed to see the intended meaning. They selected the unsuitable synonym *to consult.*

Item 23. 'filled (sb) in on'

The verbal construction is formed, here, from verb + particle + preposition. It owns the meaning *to inform about, to give current information about.* All the subjects got this item right.

Item 24. 'take....up with'

This MWV has the meaning *to consult, to raise a subject with (usually a person of higher authority).* 75% of the learners answered this element successfully while the suitable meaning escaped the remaining (25%). The 25% chose wrongly the synonym *to discuss with.*

Summary for 2.a.: the verbal construction section

In section 2.a of the pre-test, in this study, the general performance of the subjects is as follows:

Total number of possible answers	=	2400
Total number of correct answers and percentage	=	699(27.96%)
Total number of wrong answers and percentage	=	1801 (72.04%)

In the same section of the present test (the post-test) the students' performance could be summarized as below:

Total number of possible answers	=	2400
Total number of correct answers and percentage	=	2137(89.04%)
Total number of wrong answers and percentage	=	263(10.96%)

From the comparison of the above statistics, we can deduce that the subjects' problems / difficulties, in substituting synonyms / definitions for verbal constructions, have been minimized in the post-test (after the explicitly taught course).

- **Nominal Idioms**

Table - 88

POT: Q.2 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
25.	The volunteer was so dedicated to the politician that he put his heart and soul into all his work.	94		06	
26.	Before going on vacation, Joe had quite a few odds and ends to take care of. like loan payments and various errands.	81		19	
27	Although the supervisors and managers received salary increases, the rank and file didn't.	88		12	
28.	If the couple believes in give and take. they can solve most of their disagreements.	100		00	
29.	I had a close call when a big truck nearly hit me as I was crossing the street.	100		00	
30.	My friend thinks he's a big shot because he has some responsibilities in the city mayor's office.	100		00	
31.	Because Mr. Smith knows the ins and outs of plumbing, he's an old hand at it.	100		00	
32.	I'm afraid that there's no way we can fix your old car; you'd better get rid of it because it's a lost cause.	100		00	
Total		763	95.38%	37	4.62%

Table 88 indicates the tested items/sentences, in the nominal idioms' section, the number of correct / wrong answers and their percentages.

The IEX in this section are formed from 'noun and noun'. Let's take up the tested items in this part in turn.

Item 25. 'heart and soul'

94% of the subjects selected the correct synonym 'one's entire energy' from the given list.

Item 26. 'odds and ends'

The synonym which suits the given context is 'different tasks'. 81% of the students selected the right answer. As for the (19%), they failed to distinguish the correct reply leaving the space unfilled or providing wrong choices.

Item 27. 'rank and file'

The nominal idiom, here corresponds to the synonym 'common workers'. It was chosen correctly by 88% of the testees.

Item 28. 'give and take'

The IEX in this item means 'co-operation'. All the test-takers responded successfully to this question.

Item 29. 'close call'

The corresponding synonym to this nominal form is 'narrow escape' which was matched correctly by all the testees.

Item 30. 'big shot'

The equivalent to this expression is 'an important person' which was opted for successfully by all the testees.

Item 31. 'old hand'

The suitable synonym to this nominal idiom is 'experienced workers' which was selected by all the candidates.

Item 32. 'lost cause'

All the test-takers matched this IEX with its equivalent 'hopeless situation'

Summary for 2.b.: nominal category

A recapitulation of the students' performance, in the parallel task to the present one, in this test, shows the following:

Total number of possible answers	=	600
Total number of correct answers and percentage	=	411(68.50%)
Total number of wrong answers and percentage	=	189(31.50%%)

For the post-test the summary is as follows:

Total number of possible answers	=	800
Total number of correct answers and percentage	=	763(95.38%)
Total number of wrong answers and percentage	=	37(4.62%)

From the above comparison, we observe that the students' performance, in the nominal category, has been improved to a large extent.

Adjectival Idioms (Items 33 - 38)

Table - 89

,POT: Q.2 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
33.	In the difficult court case, the judge's decision was fair and square for both sides.	93		07	
34.	It takes me a long time to save enough money for a nice vacation, so such trips are few and far between for me.	100		00	
35.	The maid took a long time to make the dirty kitchen spick-and-span.	100		00	
36.	The politician's speech was surprisingly short and sweet; it only lasted ten minutes.	100		00	
37.	I don't believe in telling white lies, so I had a man-to-man talk with Joe about our problem.	93		07	
38.	After the handsome student became a football star, he became very stuck-up and wouldn't have small talk with any of his old friends.	100		00	
Total		586	97.67%	14	2.33%

Table 89 summarizes the items tested in the adjectival idiom category, the number(s) of correct / wrong answers and their percentages.

Let us take up each of these items in turn.

Item 33. 'fair and square'

93% of the testees matched successfully this adjectival construction with its suitable synonym *'honest'* while the rest (7%) failed to select the necessary IEX.

Item 34. 'few and far between'

This IEX owns the meaning *'rare'*. All the testees succeeded in replying correctly to this item.

Item 35. 'spick-and-span'

The equivalent synonym to this IEX is 'very *clean'* which was got right by all the test-takers.

Item 36. 'short and sweet'

Its meaning *'brief* was seen by all the candidates.

Item 37. 'a man-to-man'

93% of the subjects succeeded in matching this IEX with its synonym *'sincere'*. The rest (7%) selected the plausible distractor *(honest).*

Item 38. 'stuck up'

The sought meaning of this adjectival element is *'selfish'* which was opted for by all the testees.

Summary for 2.c: The Adjectival category

In the same section of the pre-test the subjects' performance is as below:

Total number of possible answers	=	600
Total number of correct answers and percentage	=	204(34%)
Total number of wrong answers and percentage	=	396(66%)

In the post-test the statistics shows the following:

Total number of possible answers	=	600
Total number of correct answers and percentage	=	586(97.67%)
Total number of wrong answers and percentage	=	14(2.33%)

The statistics above provide an evidence of the students' gains in this category after the explicit instruction.

Adverbial Idioms

Table 90

POT: Q.2 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
39.	Some people are able to quit all at once and never consider the idea of smoking again.	100		00	
40.	Although people would like to live forever, everyone has to die sooner or later.	100		00	
Total		200	100%	00	0%

Table 90 provides the items tested in the adverbial idiom unit, the number of correct / wrong answers and their percentages.

Item 39. 'all at once'

All the respondents succeeded in selecting the right answer from the given list *'suddenly'*.

Item 40. 'sooner or later'

This adverbial IEX is an instance of a very frequent lexical unit. Its meaning *'eventually'* arrived at by all the test-takers.

Summary for 2.d.: The Adverbial category

In the pre-test, the students' performance in this unit could be summarized as follows:

Total number of possible answers = 300

Total number of correct answers and percentage = 101(33.67%)

Total number of wrong answers and percentage = 199(66.33%)

In the present test it is as indicated below:

Total number of possible answers = 200

Total number of correct answers and percentage = 200 (100 %)

Total number of wrong answers and percentage = 00(0%)

Summary for Question Two:

The general performance of the subjects in question 2 of the pre-test is as below.

Total number of possible answers = 4000

Total number of correct answers and percentage = 1415 (35.38%)

Total number of wrong answers and percentage = 2585(64.62%)

In the same question of the post-test it is as follows:

Total number of possible answers = 4000

Total number of correct answers and percentage = 3684 (92.10%)

Total number of wrong answers and percentage = 316 (7.90%)

A quick look at the numbers and percentages above revealed that the learners made quick progress towards the mastery of IEX/MWV.

Question Three: Errors Identification / Recognition.

In this question, 40 sentences were provided and the testees had to indicate which (sentences) are correct and which are not. 20 marks are allotted to this task (each correct answer is given ½ mark). The students' scores, in this question, will be provided in appendix 8. In making this sub-test, no attempt was made to penalize the wrong guessing. However, the multiplicity of the items as well as the arrangement of the tested items (in pair(s), set(s)...) intended to reduce the possibility of the chance factor.

The problems / difficulties dealt with, in this question, focussed on the following:

- adverb(s) position in relation to objects, particles / prepositions;
- particles / prepositions Place(s) in relation to object nouns, object pronouns etc.
- form and order of IEX (i.e. singular / plural and the internal arrangement of the constituents of the IEX).

In the coming pages, we will provide / present the students' performance (numbers and percentages of correct / wrong answers) encompassing the following categories: verbal, nominal, adjectival and adverbial.

TABLE-91

POT: Q.3 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
1.	The company fell through its plan.	100		00	
2.	The company's plan fell through.	100		00	
3.	The chairman early showed up.	93		07	
4.	The chairman showed up early.	93		07	
5.	Because she is my friend, I believe in her.	100		00	
6.	Because she is my friend, I believe in.	100		00	
7.	I greatly look forward to my vacation.	100		00	
8.	I look greatly forward to my vacation.	100		00	
9.	I look forward greatly to my vacation.	86		14	
10.	I look forward to greatly my vacation.	100		00	
11.	We were having a conversation but he broke in.	100		00	
12.	He broke in on our conversation.	100		00	
13.	The lawyer stuck it to.	100		00	

14.	The lawyer stuck to it.	100		00	
15.	The student found out the answer quickly.	90		10	
16.	The student found the answer out quickly.	90		10	
17.	The student quickly found out the answer.	92		08	
18.	The student found quickly out the answer	92		08	
19.	The student found out it quickly.	100		00	
20.	The student found it out quickly.	100		00	
21.	Tom took unfair advantage of his friend.	100		00	
22.	Tom took unfair disadvantage of his friend.	100		00	
23.	I got out many ideas of the conference.	92		08	
24.	I got many ideas out of the conference.	97		03	
25.	How many students make up this class?	100		00	
26.	What is the make-up of this class?	100		00	
Total		2525	97.12%	75	2.88%

Table 91 encompasses the tested sentences / items in the verbal idioms section, the number of correct / wrong answers and their percentages.

Verbal Idioms (Items 1- 26)

Item 1. *The company fell through its plan.

This sentence is incorrect. The verbal construction *fell through* was followed by an object which is not possible for intransitive forms. All the testees succeeded in seeing the incorrectness of this sentence.

Item 2. 'The company's plan fell through'.

It is correct since this MWV does not take an object. As in item 1 above, all the test-takers saw the difference between the intransitive and transitive verbal construction and answered this item correctly.

Item 3. *The Chairman early showed up.

This sentence is incorrect. The adverb of time *early* should be placed after the verbal construction not before. 93% of the testees answered this item successfully.

Item 4. 'The Chairman showed up early'.

Most adverbs (including time adverbs such as *early)* could be placed after the verbal combination (end position) thus this item is correct. 93% of the candidates responding by saying the given sentence is correct.

Item 5. 'Because she is my friend, I believe in her'.

The combination, here, is intransitive verb + preposition. The sentence is correct since the pronoun (her) is used after the preposition to form a prepositional phrase. All the testees answered this item correctly.

Item 6. *'Because she is my friend, I believe in'.

This utterance is not correct. The preposition should be followed by NP (noun phrase) and together they form a prepositional phrase. All the test-takers succeeded in recognizing the incorrectness of the given sentence.

Item 7. 'I greatly look forward to my vacation'

The verbal combination consists of three words: verb + particle + preposition. The rule says that an adverb can be placed between a particle and a preposition, or *before* a verb if the adverb ends in___ly. Therefore, the above sentence is correct. The 100 subjects arrived at the right reply.

Item 8. *I look greatly forward to my vacation'.

This sentence is incorrect: incorrect position of the adverb. An adverb should *not* be placed between a verb and particle. They are connected in grammar. All the candidates discovered that the given sentence is erroneous.

Item 9. 'I look forward greatly to my vacation'.

The rules show that the verb, the preposition and the particle are all connected in meaning but that, in grammar, the particle is connected to the verb and the preposition to the NP. Thus, an adverb can be placed between the particle and preposition. The 100 subjects in this study applied the rule successfully identifying the accuracy of the given sentence.

Item 10. '*I look forward to greatly my vacation'.

An adverb should not be placed between a preposition and the noun phrase (NP): both are connected in grammar. All the learners discovered the unacceptability of the given utterance.

Item 11. 'We were having a conversation but he broke in'.

This is correct realization of intransitive verb + particle. Several intransitive verbal idioms can change form and meaning *'to break in'* in this sentence means *'to interrupt'*. All the test-takers arrived at the right answer, mentioning the correctness of the sentence.

Item 12. 'He broke in on our conversation'.

After adding the preposition 'on' to the verb + particle it remains the same as in item 11 above. However, both sentences 11 and 12 are correct forms. All the candidates answered these items correctly.

Item 13. *'The lawyer stuck it to'.

In the verbal idiom *'stuck to', to* is a preposition. The general rule for pronouns is that they always followed prepositions. Accordingly, sentence 13 is not correct since the preposition is **put after** the pronoun. This item was got correct by all the 100 subjects.

Item 14. 'The lawyer stuck to it'.

By the same rule, in item 13 above, this sentence is correct: the preposition comes before the pronoun. All the testees arrived at the correct reply.

Item 15. 'The student found out the answer quickly'.

The verbal combination is formed, here, from a verb and (what is known as) an immovable particle. That is, the particle has a fixed position. It comes before the object.

The verbal combination is inseparable. Therefore, the present sentence is correct: correct position of the partcile, before the object. 90% of the subjects arrived the right answer.

Item 16. * The student found the answer out quickly

This item is incorrect. The particle comes after the object whereas it should be before the object. 90% of the testees discovered the deviation of this utterance.

Item 17. 'The student quickly found out the answer'

This is correct sentence. The particle is not separated from the verb. It is also correct adverb position: before the verbal construction. 92% of the test-takers answered this item correctly.

Item 18. *The student found quickly out the answer.

This is incorrect sentence. It is wrong adverb position. Adverb should not come between the verb and particle. 92% of the students identified the inaccuracy of the sentence.

Item 19. *The student found out it quickly.

This sentence is wrong. It is incorrect pronoun position. Pronouns should not come after the particle. All the testees recognized the incorrectness of the sentence.

Item 20. 'The student found it out quickly'

This is a correct form. The pronoun comes before the particle. All the 100 learners arrived at the correct reply.

Item 21. 'Tom took unfair advantage of his friend'.

The verbal construction *took...of* can only occur with one special object (here, *advantage).* The noun form in the object cannot change in any way. Therefore, this sentence is correct. All the candidates answered this item successfully.

Item 22. *Tom took unfair disadvantage of his friend.

According to the rule cited in item 21 above, the present item is not correct. We cannot substitute *'disadvantage* for *'advantage'.* All the testees recognized the deviation of the provided utterance.

Item 23. *I got out many ideas of the conference.

This verbal construction is made of verb + particle + preposition. An object will follow the verb and a noun phrase will follow the preposition. Thus, in this sentence, *many ideas* should come immediately after the verb *got.* The sentence is incorrect since the

normal position of an object is before the particle. 92% of the students got this item correct.

Item 24. 'I got many ideas out of the conference'

By the same rule mentioned in item 23 above, this sentence is correct. The object may immediately follow the verb. 97% of the testees answered this item correctly.

Item 25. 'How many students make up this class?'

The given sentence is correct. The MWV *make up,* which is composed of verb + particle, is used in an interrogative sentence. All the students got this item correct.

Item 26. 'What is the make-up of this class?'

Many verbal combinations can be used in a nominalized form. Most forms combine without using a hyphen (-), but some do. In the present case, the hyphenated form is used. This derived-noun form is correct. All the 100 learners in this tudy succeeded in answering this item correctly.

Summary for Section 3.a

In the pre-test, the subjects performed, in the verbal unit of question 3, as indicated below:

Total number of possible answers	=	2700
Total number of correct answers and percentage	=	1310 (48.52%)
Total number of wrong answers and percentage	=	1390 (51.48%)

In this test, the students' performance, in the verbal section of question 3, could be summarized statistically as follows:

Total number of possible answers	=	2600
Total number of correct answers and percentage	=	2525(97.12%)
Total number of wrong answers and percentage	=	75 (2.88%)

Comparing the subjects' performance in the verbal part, in the two tests, we observed that some improvement, in the subjects' distinction between correct / wrong sentences, took place.

TABLE - 92

POT: Q.3 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
27.	Before going on vacation, I accomplished an odd and end.	86		14	
28.	Before going on vacation, I accomplished some odds & ends	97		03	
29.	These people are my fleshes and bloods.	90		10	
Total		273	91%	27	09%

Table 92 displays the tested sentences / items, in the nominal idioms category, the number of correct / wrong answers and their percentages.

Nominalized Idioms (Items 27 - 29)

Item 27 *Before going on vacation, I accomplished an odd and end.

The general rule is that the singular forms can never be made plural and, likewise, that the plural forms cannot be made singular. Thus, sentence 27 is not correct. 86% of the students saw the incorrectness of the singular form in the given context.

Item 28. Before going vacation, I accomplished some odds and ends.

By the same rule (cited in item 27 above) the present IEX is correct. 97% of the test-takers responded successfully to this item.

Item 29. These people are my fleshes and bloods.

Originally, the given IEX is used in singular form. Accordingly the present sentence is not correct. 90% of the testees saw the inappropriateness of the plural form in this IEX.

Summary for the nominal idiom section

If we returned back to the pre-test we found that the students' performance as follows:

Total number of possible answers = 600

Total number of correct answers and percentage = 265(44.17%)

Total number of wrong answers and percentage = 335(55.83%)

In the present category, the students' performance could be summarized below:

Total number of possible answers = 300

Total number of correct answers and percentage = 273(91 %)

Total number of wrong answers and percentage = 27(9%)

The above statistics demonstrate development in the students' ability to cope with nominal idioms at the post-test phase.

TABLE – 93

POT: Q.3 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
30.	The judge's decision was quite fair and square.	100		00	
31.	The judge's decision was quite fair or square.	100		00	
32.	The hotel's kitchen was very span-and-spick.	88		12	
33.	The hotel's kitchen was very spick-and-span.	96		04	
34.	Jill is quite level-headed.	93		07	
35.	Jill has a level head.	100		00	
Total		577	96.17%	23	3.83%

Table 93 embodies the examined elements / items in the adjectival idioms' unit, the number of correct / wrong answers and their percentages.

Adjectival Idioms (Items 30 - 35)

Item 30. The judge's decision was quite fair and square'

With this IEX the pair of forms can only be joined by the conjunction *and.* All the 100 subjects discovered the correctness of the given sentence.

Item 31. The judge's decision was quite fair or square

This sentence is not correct due to the wrong use of the conjunction: 'or' instead of 'and'. All the testees recognized the incorrectness of the IEX.

Item 32. The hotel's kitchen was very span and spick

The order of the adjectives forming the IEX is not correct. Therefore, the sentence is wrong. The order of the adjectival forms is fixed: the two words (spick / span) cannot change position in any way. 88% of the test-takers arrived at the correct answer to this item.

Item 33. 'The hotel's kitchen was very spick and span'.

This is a correct position of the words composing the IEX. 95% of the learners got this question right.

Item 34. 'Jill is quite level-headed'

This is correct order of the parts forming the adjectival form (compound form).

Note the incorrect order: * Jill is quite headed-level.

93% of the candidates answered this item successfully.

Item 35. 'Jill has a level head'

As well as the correct form in item 34, which is compound form (hyphenated (-)), this IEX consists of 'adjective + noun' combination. It is an alternative version of the sentence in item 34 above. All the testees responded correctly to this question.

Summary for the Adjectival Category

In this section, of question three in the pre-test, the students' performance is as below:

Total number of possible answers	=	500
Total number of correct answers and percentage	=	351(70.20%)
Total number of wrong answers and percentage	=	149(29.80%)

In this test (POT), the students' performance is as follows:

Total number of possible answers	=	600
Total number of correct answers and percentage	=	577(96.17%)
Total number of wrong answers and percentage	=	23 (3.83%)

The numbers and percentages, presented above, provided a clear indication of a considerable progress in the subjects' mastery over the adjectival idioms category in terms of distinguishing between the correct forms and the erroneous ones.

TABLE - 94

POT: Q.3 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
36.	Jim looked high and low for the book.	97		03	
37.	Jim looked for the book high and low.	100		00	
38.	I like to go now and again to the beach.	75		25	
39.	I like to go to the beach now and again.	100		00	
40.	Now and again I like to go to the beach.	100		00	
Total		472	94.40%	28	5.60%

Table 94 includes the tested items / sentences in the adverbial idioms' part, the number of correct / wrong answers and their percentages.

* **Adverbial Idioms (Items 36 - 40)**

Item 36. 'Jim looked high and low for the book'

Though the adverbial idiom, here, is composed of more than one word, it is possible to place it in the middle as exception to the rule which says that: 'adverbial idiom is almost never placed anywhere in the middle of a single sentence, the normal positions are either at the beginning **or** at the end of a sentence or clause'. 97% of the learners answered this question correctly.

Item 37. 'Jim looked for the book high and **low'**

By the above rule, item 37 is correct. All the test-takers arrived at the correct reply to this question.

Item 38. * 'I like to go now and again to the beach'.

Because the adverbial idiom is made of more than one word, it is almost never placed anywhere in the middle of a single sentence. Thus, this sentence is incorrect. 75% of the subjects saw the incorrectness of this sentence.

Item 39. 'I like to go the beach now and again'

The rule says that the normal positions are either at the beginning or at the end of a sentence or clause. Therefore, item 39 is correct. All the testees answered this item correctly.

Item 40. 'Now and again I like to go to the beach'.

By the same rule in 39 above, the position of the adverbial construction is correct. The 100 students succeeded in responding positively to the given sentence.

Summary for the Adverbial Idioms Section

Before making this summary and conclusion let us recap the students' performance in the equivalent section of this question in the PRT.

Total number of possible answers = 200

Total number of correct answers and percentage = 19(9.5%)

Total number of wrong answers and percentage = 181 (90.5%)

In the present test (POT) the students' performance is as follows:

Total number of possible answers = 500

Total number of correct answers and percentage = 472(94.4%)

Total number of wrong answers and percentage = 28(5.6%)

Comparing the students' results in the adverbial idioms category of the parallel questions in the 2 tests, we conclude that the subjects performed more better in the post-test: in the POT they got 94.4% correct answers while in the PRT they obtained 9.5%.

Summary for Question Three

This sub-test aimed at knowing the student's ability in identifying / recognizing the correct IEX/MWV from wrong ones on the basis of the *grammatical* and *semantic* rules which govern the knowledge and use of these two multi-word lexical items. The problems / difficulties examined in this question are:

- Adverb position in relation to the verb and object.
- Particle(s) / preposition(s) place with regard to the verb.
- Particle / preposition distinction and its influence on the grammar of MWV (e.g. pronouns' position).
- The fixation of the form (single / plural; comparative / superlative etc) and the order (the arrangement of the components within IEX).

The problems / difficulties of these multi-word lexical items (IEX / MWV) were examined under the following categories: verbal, nominal, adjectival and adverbial.

Statistically, the students' performance in this question could be summarized as below:

Total number of possible answers = 4000

Total number of correct answers and percentage = 3847(96.18%)

Total number of wrong answers and percentage = 153(3.82%)

The students' performance in question three of the pre-test is as below:

Total number of possible answers = 4000

Total number of correct answers and percentage = 1945(48.63%)

Total number of wrong answers and percentage = 2055 (51.37%)

It is clear from the above comparison that the subjects of this study made significant progress in their ability to identify/recognize the correct sentences from wrong ones. The percentage of the correct answers stepped up from 48.63% in the PRT to 96.18% in the POT.

Question Four: Multiple-Choice

In this sub-test, the subjects were required to choose the IEX / MWV which has the best meaning in a given context, by drawing a circle round the letter of the correct answer. 40 items were provided with 4 options against each item. 20 marks were devoted to this question. ½ mark for every correct choice. The students' marks in this task will be provided in appendix 8. As in question of the present test no attempt was made to penalize the wrong guessing. However, the multiplicity of the tested items as well as the number of the options against each of them are meant to reduce this chance factor.

The students' performance (number of correct / wrong answers and percentages) will be given in the following pages covering the units below: verbal, nominal, adjectival and adverbial.

TABLE - 95

POT: Q.4 VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
1.	If you weren't so careless, your typewriter wouldn't..... a-break down b-come about c-break in d-break out	100		00	
2.	When Mary finally..... we were able to leave immediately. a-got around b-came about c-showed up d-came in	98		02	
3.	If you have any questions while I'm talking, feel free to..... a-look on b-come up c-break in d-break out	100		00	
4.	What a surprise it was to.....Joe after so many years. a-run across b-show up c-run over d-show in	100		00	
5.	He went back to work after he had..... a-gone without b-fallen through c-died down d-gotten over	100		00	
6.	Small streams can .....rivers when winter snow melts. a-part with b-turn into c-go without d-fall through	95		05	
7.	You really cough too much; you should.....smoking. a-take after b-go in for c-cut down on d-try for	94		06	
8.	If you stick to your promise, you'll undoubtedly.....it. a-live up to b-fall through c-come to d-come on	100		00	

9.	The thief had to..... the police because they were all around him. a-work up to b-run across c-look out for d-live up to	90		10	
10.	When the noise....., I began to speak. a- broke in b-died down c-went without d-broke out	100		00	
11.	The teacher is reading his lecture too quickly so I can't..... his ideas a-catch on b-hold up c-hold on d-keep up with	90		10	
12.	There's too much noise here for me to study. I can't..... it. a-go through b-think over c-point out d-put up with	100		00	
13.	If you put off your work, you can't..... it..... a-kick....around b-carry...out c-point... .out d-tie... down	100		00	
14.	A serious illness will always....someone.... in bed. a-keep...up b-hold...on c-carry...out d-tie...down	98		02	
15.	When the noise died down, the professor..... the next subject of discussion with the students. a-filled in b-got ahead c-took up d-took in	98		02	
16.	Colour-blind people..... green..... blue. a-tell... .apart b-confuse... with c-put....above d-devote....to	100		00	
17.	He looks familiar; who does he .....? a-confuse with b-take after c-give off d-give up	100		00	

18.	This book carefully..... the subject of poverty in the Third World. a-goes into b-touches on c-turns to d-engages in	96		04	
19.	If the problem is serious,..... it; don't' ignore it. a-put above b-take a stand on c-take advantage of d-make light of	100		00	
20.	How did such a bad mistake .....? a-bring about b-give up c-fall through d-come about	100		00	
21.	Your support for me would..... truth..... my claim in court a-put.... above b-bring....up c-lend....to d-bring... about	96		04	
22.	He carried out his tasks very well, I think everyone should ..... him for his fine effort. a-go in for b-look up to c-get through to d-look up for	100		00	
23.	Why is it hard for me to..... this difficult book? a-make sense of b-lose track of c-keep up of d-take advantage of	100		00	
24.	He's ignorant of our plans; let's .....him..... them. a-turn....over to b-leave....to c-fill....in on d-leave...up to	100		00	
Total		2355	98.13%	45	1.87%

Table 95 **tells** us about the items tested in the **verbal idioms** section, the number of correct / wrong answers and their percentages.

- **Verbal Idioms (Items 1 - 24)**

Item 1. 'If you weren't so careless, your typewriter wouldn't....'

In this item the correct answer is '*a.. break down'* among the 4 given options. All the subjects opted for the right answer.

Item 2. 'When May finally. . . . ., we were able to leave immediately'

The blank, here, should be filled by *c. showed up.* 98% of the learners selected the correct reply. The remaining (2%) chose the option *came in* which does not fit the context.

Item 3. 'If you have any questions, while I'm talking, feel free to. . . . .'

The correct verbal combination in this sentence is *break in* which was chosen by all the testees.

Item 4. 'What a surprise it was to. . . . Joe after so many years'

The verbal construction which fits this blank is *run across.* This MWV was selected successfully by all the test-takers.

Item 5. 'He went back to work after he had. . . . .'

This item required the answer *gotten over.* The 100 students of this study answered this item correctly.

Item 6. 'Small streams can. . . . .rivers when winter snow melts.'

The appropriate verbal idiom in this sentence is *turn into.* 95% of the subjects were able to choose the correct answer while the remaining (5%) went for the distractors: *part with* (1%), *go without* (2%) and *fall through* (2%).

Item 7. 'You really cough too much; you should....smoking'.

The right answer, here, in the verbal construction *cut down on* (which is composed of verb + particle + preposition) was chosen by 94% of the students. The rest (6%) selected *take after.*

Item 8. 'If you stick to your promise, you'll undoubtedly. . . . .it'.

The suitable MWV in this context is the 3-word verb *live up to.* All the testees were capable of recognizing the correct response from the other options.

Item 9. 'The thief had to. . . . . .the police because they were all around him'.

The right option in this item, is *look out for* which was selected by 90% of the learners. The remaining (10%) chose wrongly the plausible distractor *run across.*

Item 10. 'When the noise. . . . I began to speak'.

The adequate multi-word lexical item in this sentence is *died down.* All the test-takers selected the suitable answer.

Item 11. 'The teacher is reading his lecture too quickly so I can't. . . . his ideas'.

The appropriate verbal combination in this context is *keep up with* (verb + particle + preposition). 90% of the subjects succeeded in selecting the correct MWV. The rest (10%) went for the plausible distractor *catch on* which is not correct grammatically: it is intransitive verb which does not require an object.

Item 12. 'There's too much noise here for me to study; I can't. . . . it'.

The suitable answer in this item is *put up with* (a very frequent MWV) which was chosen by all the testees.

Item 13. 'If you put off your work, you can't. . . . it....'

The right option in this utterance is *carry....out.* All the candidates answered this question correctly.

Item 14. 'A serious illness will always. . . . someone. . . . in bed.'

The correct choice in this context is *tie....down* which was selected by 98% of the subjects. The remaining (2%) failed to select the correct MWV and went for the wrong option: *hold on.*

Item 15. 'When the noise died down, the professor. . . . . the next subject of discussion with the students'.

The required MWV in this context is *took up* which was chosen by 98% of the informants. The rest (2%) went for the erroneous answers *got ahead* (1%) and *took in* (1%).

Item 16. 'Colour-blind people. . . . green. . . . . blue'.

The blank, here, should be filled by *confuse. . . . with.* All the testees selected the right answer.

Item 17. 'He looks familiar; who does he. . . . ?'

The space in this sentence should be supplied with *take after.* All the test-takers answered this question successfully.

Item.18 'This book carefully....the subject of poverty in the Third World'.

The right answer in this item is *goes into* which was selected successfully by 96% of the subjects. The 4% chose *engages in* which does not suit the given context.

Item 19. 'If the problem is serious,....it; don't ignore it.'

The suitable selection in this sentence is *take stand on.* All the testees succeeded in choosing the right verbal combination.

Item 20. 'How did such a bad mistake.....?'

This space needs the verbal construction *come about* which was got correct y all the test-takers.

Item 21. 'Your support for me would.....truth....my claim in court'.

The required MWV in this blank is *lend....to.* 96% of the respondents selected the correct reply. The rest (4%) chose the plausible distractor: *bring about.*

Item 22. 'He carried out his tasks very well, I think everyone should.....him for his fine effort'.

The suitable verbal construction in this item is *look up to.* This lexical unit was chosen successfully by all the subjects of this study.

Item 23. 'Why is it hard for me to.....this difficult book?'

The right choise is the complex idiom *make sense of* which is made by all the test-takers.

Item 24. 'He's ignorant of your plans; let's.....him.....them'.

The intended MWV in this item is *fill. ...in on* which was opted for by all the testees.

Summary for the Verbal Constructions' Section

Before summarizing and concluding this section, let us recall the students' performance in the same section of question 4 in the pre-test.

Total number of possible answers = 2700
Total number of correct answers and percent = 857(31.74%)
Total number of wrong answers and percentage = 1843(68.26%)

In the post-test, the subjects performed as follows:

Total number of possible answers = 2400
Total number of correct answers and percentage = . 2355(98.13%)
Total number of wrong answers and percentage = 45 (1.87%)

The statistics above serves as an evidence of the students' gains, in the verbal combinations part, after the exposure to the explicit taught course on IEX/MWV: the percentage of correct responses increased from 31.74% in the PRT to 98.13% in the POT.

TABLE - 96
POT: Q.4 NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
25.	My.....were very kind to me when I was seriously ill. a-heart & soul b-rank and file c-wear & tear d-flesh and blood	100		00	
26.	The criminal knows the..... of successful robberies. a-part & parcel b-ins & outs c-ups & downs d-rank & file	98		02	
27.	Reaching a difficult agreement is a matter of..... a-give & take b-odds & ends c-part & parcel d-ins & outs	100		00	
28.	It feels good to relax after you accomplish some necessay..... a-eager beavers b-odds & ends c-part & parcel d-pins&needles	100		00	
29.	Most of the.....in this country do not work very seriously or productively. a-old hands b-rank and file c-eager beavers d-flesh & blood	96		04	
30.	When I make a final decision, I never have any..... a-close calls b-pins & needles c-second thoughts d-ins & outs	100		00	
33.	Because the rain destroyed her weekend plans, Miss Jones half-heartedly did some..... around the house a-wear and tear b-odds & ends c-give and take d-ins and outs	100		00	
40.	At first I accepted his suggestion, but later I had..... about it. a-second thoughts b-heart and soul c-small talks d-fair & square	100		00	
Total		794	99.25%	6	0.75%

Nominal Idioms (Items 25 - 30, 33 and 40)

Item 25. 'My. . . . .were very kind to me when I was seriously ill'.

The desired answer in this text is *flesh and blood* which was got correct by all the candidates.

Item 26, 'The criminal knows the. . . . .of successful robberies.'

The sought IEX in this question is *ins and outs.* 98% of the subjects provided the correct answer while the rest (2%) divided as follows: *part and parcel* (1%) and *ups and downs* (1%).

Item 27. 'Reaching a difficult agreement is a matter of. . . . .'

The needed multi-word lexical item in this sentence is *give and take* which was got right by all the learners.

Item 28. 'It feels good to relax after you accomplish some necessary. . . . . .'

The appropriate IEX in this blank is *odds and ends* which was opted for by all the test-takers.

Item 29. 'Most of the. . . . . .in this country do not work very seriously or productively'.

The correct answer should be in this question *rank and file* which was arrived at by 96% of the testees. The wrong selections of subjects are as follows: *old hands* (2%) and *eager beavers* (2%).

Item 30. 'When I make a final decision, I never have any. . . . . .'

The required nominal idiom in this context is *second thoughts* which was selected by all the test-takers.

Item 33. 'Because the rain destroyed her weekend plans, Miss Jones half-heartedly did some. . . . .around the house'.

The appropriate IEX in this text is *odds and ends.* All the 100 learners in this study went for the correct answer.

Item 40. 'At first I accepted his suggestion, but later I had . . . . .about it.'
The acceptable nominal construction in this item is *second thoughts.* This lexical item was got right by all the testees.

Summary for the Nominal Idioms Category

In the same section of question 4 in the pre-test, the subjects succeeded in getting 628 (69.78%) correct answers versus 272 (30.22%) wrong ones. As we have mentioned in the summary and conclusion for that section, this high achievement is probably as the result of the availability of the equivalents to these IEX in the students' mother tongue (Arabic).

In the present test (the POT), the students got 794 (99.25%) correct answers versus 6 (0.75%) wrong ones.

This comparison leads us to say that the learners made a considerable development in dealing with the nominal idioms category after the inclusion of the ETC: they answered correctly 69.78% items in the PRT versus 99.25% in the PoT.

TABLE - 97

POT: Q.4 ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
31.	If you're too.....with your money now, you'll have nothing saved for your old age. a-big shot b-free and easy c-spick-and-span d-old hand	100		00	
32.	It was amazing that she was .....so soon after her accident a-lost cause b-part & parcel c-spick-and-span d-up & about	98		02	
34.	The international nuclear crisis was.....until the very end. a-touch and go b-clear-cut c-null and void d-spick & span	100		00	
35	Tom is more than.....; he's basically just very lazy. a-narrow-minded b-easy-going c-easy and free d-high & low	97		03	
38.	The judge declared the new law .....because it was discriminatory. a-null and void b-all at once c-cut and dried d-by and large	100		00	
39.	Are you being.....when you insist on such a narrow-minded decision? a-last straw b-clear-cut c-fair and square d-all - out	83		17	
Total		578	96.33%	22	3.67%

- **Adjectival Idioms (Items 31,32, 34, 35, 38 and 39)**

Item 31. 'If you' are too.....with your money now, you'll have nothing saved for your old age'.

The right response to this question is *free and easy* which was selected successfully by all the 100 subjects of this study.

Item 32. 'It was amazing that she was..... so soon after her accident'.

The sought answer in this utterance is *up and about* which was opted for by 98% of the learners. The rest (2%) went wrongly for *lost cause.*

Item 34. 'The international nuclear crisis was.....until the very end'.

The blank should be filled by the adjectival idiom *touch and go.* All the testees arrived at the correct choice.

Item 35. 'Tom is more than.....he's basically just very lazy'.

The space in this question needs the IEX *narrow-minded* which was opted for by 97% of the respondents. The rest (3%) are divided as follows: *easy going* (2%) and *easy and free* (1%).

Item 38. 'The judge declared the new law.....because it was discriminatory'.

The required reply in this sentence is *null and void.* All the subjects chose the needed answer successfully.

Item 39. 'Are you being....when you insist on such a narrow-minded decision?'

The adequate IEX in this context is *fair and square.* 83% of the testees arrived at the correct reply while the remaining (17%) opted for *clear-cut* which does not fit the context.

Summary for the Adjectival Idioms' Section

In the adjectival category section, question 4, of the pre-test the testees' general performance could be summarized as follows:

Total number of possible answers = 300

Total number of correct answers and percentage = 22(7.33%)

Total number of wrong answers and percentage = 278(92.67%)

In the present test (the POT) the students' performance in the adjectival section of question 4 is as below:

Total number of possible answers = 600

Total number of correct answers and percentage = 578(96.33%)

Total number of wrong answers and percentage = 22(3.67%)

The above comparison reveals that the learners made considerable progress in dealing with the adjectival idiom category.

- **Adverbial Idioms**

TABLE - 98

POT: Q.4 ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
36.	Wouldn't it be nice if we could eliminate all war and violence ..... a-for now b-for good c-time and again d-now & again	100		00	
37.	....., there are more similarities between the various people of the world than there are differences. a-Ins & outs b-Sooner or later c-Odds & ends d-By and large	100		00	
Total		200	100%	00	00%

Item 36. 'Wouldn't it be nice if we could eliminate all war and violence....'?

The adequate adverbial idiom in this question is *for good.* This frequent IEX was gone for by all the candidates.

Item 37.'.....,there are more similarities between the various people of the world than there are differences'.

The sought adverbial construction in this sentence is *By and Large* which was selected by all the test-takers.

Summary for the Adverbial Idiom Unit

In the adverbial category of question 4, in the pre-test, the subjects' performance is as indicated below:

Total number of possible answers = 100

Total number of correct answers and percentage = 5(5%)

Total number of wrong answers and percentage = 95 (95%)

In the present test (the POT) the students' performance is as follows:

Total number of possible answers = 200

Total number of correct answers and percentage = 200(100%)

Total number of wrong answers and percentage = 0(0%)

This leads to the conclusion that the learners' obstacles in this adverbial idiom category were reduced / eliminated and considerable progress took place after the introduction of the ETC.

Summary for Question Four

In general, from the discussion of the 40 items tested in this question (under the sub-headings verbal, nominal, adjectival and adverbial), it is clear that learners' achievement is high in this task. Going back to the subjects' performance in question 4 of the pre-test, we recall the summary below:

Total number of possible answers = 4000

Total number of correct answers and percentage = 1512(37.8%)

Total number of wrong answers and percentage = 2488 (62.2%)

In the present post-test the overall result of question 4 is as follows:

Total number of possible answers = 4000

Total number of correct answers and percent age = 3927(98.18%)

Total number of wrong answers and percentage = 73 (1.82%)

From the above statistics, it is observable that the students made giant strides (quick progress) on their effort to master these multi-word lexical items. They are able to select the best IEX/MWV which are suitable in both the context and the grammatical structure of the English sentences (37.8% correct answers in the PRT versus 98.18% in the POT).

Question Five

a) Sentence Writing

In this question, the testees were asked to answer each question or statement by using the MWV / IEX in a meaningful, grammatical sentence. 30 situations were given and the test-takers had to develop these situations by writing short, meaningful grammatical sentences. 15 marks were allotted to this task. ½ mark for each correct sentence writing. The student's scores in this sub-question will be provided in appendix 8. The students' performance (number of correct / wrong answers and percentages) will be tabulated and discussed under the following grammatical categories: verbal, nominal, adjectival and adverbial.

TABLE-99

POT: Q.5.a VERBAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
I,	Explain why a plan might fall through.	90		10	
2.	How did your desire to learn English come about?	100		00	
3.	When a vocabulary word is very difficult, how do you try to catch on?	100		00	
4.	How often do you run over your classwork at home?	97		03	
5.	When was the last time that you ran across an old friend?	100		00	
6.	Do you stick to your plans or do you often let them fall through?	100		00	
7.	Whom do you turn to when you have a problem?	100		00	

8.	What problem in your native country would you do away with, if you were the country's leader?	100		00	
9.	What was the most recent task which you put off?	100		00	
10.	In your family, who do you look up to?	100		00	
11.	Why should students carry out their assignments completely?	100		00	
12.	What responsibilities tie you down?	100		00	
13.	What do you put above your own interests?	100		00	
14.	Why would a person try to make light of an important problem?	95		05	
15.	What does a driver have to keep an eye on?	100		00	
16.	How do you lay your problems to rest?	97		03	
17.	How would you bring someone around to your point of view?	97		03	
18.	Who should you leave medical decisions up to?	100		00	
Total		**1776**	98.67%	24	1.33%

Verbal Idioms (Items 1-18)

Item 1. 'Explain why a plan might fall through'.

The MWV in this sentence is *fall through* meaning *fail to occur, not happen.* 90% of the subjects succeeded in understanding the intended meaning and produced the required response including the verbal construction in question. The rest (10%) failed to carry out the given task.

Item 2. 'How did your desire to learn English come about?'

The tested verbal combination in this item is *come about* having the meaning *to happen, to occur.* All the test-takers were able to provide the correct answer.

Item 3. 'When a vocabulary word is very difficult, how do you try to catch on'?

The tested MWV in this question is *catch on* meaning *to finally understand.* All the subjects succeeded in responding to this question.

Item 4. 'How often do you run over your class-work at home'?

The focus in this item is on the verbal construction *run over* which has the meaning *to review / to rehearse.* 97% of the testees supplied the suitable reply.

Item 5. 'When was the last time that you ran across an old friend?'

The **MWV** *ran across* meaning in the given context *to meet (someone) unexpectedly* was positively reacted to by all the learners.

Item 6. 'Do you stick to your plans or do you often let them fall through?'

Two verbal combinations were given in this item: *stick to* and *fall through.* All the respondents comprehended the stimulus and produced the suitable reply.

Item 7. 'Whom do you turn to when you have a problem'?

In this item, the MWV *turn to* meaning *to ask help of/ to get advice from* is known to all the learners thus they produced the sought answer.

Item. 8 'What problem in your native country would you do away with, if you were the country's leader?'

This 3-word verb meaning to *abolish / to get rid of* was understood, in the given context, by all the test-takers. As a result, they were able to provide the intended response.

Item 9. 'Which was the most recent task which you put off?'

The MWV *put off* in this item has the meaning *to postpone, to delay, to defer.* All the subjects succeeded in understanding the input text and producing the required reply.

Item 10. 'In your family who do you look up to?'

The multi-word lexical item *look up to,* which means *to respect* in the above sentence, was responded to correctly by all the testees.

Item 11. 'Why should students carry out their assignments completely?'

The verbal construction *carry out* in this sentence has the meaning *to fulfill, to accomplish.* The 100 subjects of this study reacted positively to this MWV.

Item 12. 'What responsibilities tie you down?'

This MWV owns the meaning '*restrict*',in this context, was understood by all the testees hence they wrote the required sentence.

Item 13. 'What do you put above your own interests?'

The verbal combination *put above* has the meaning *to regard as more important than* in the given text. All the students were able to see the intended meaning and reacted correctly to the question.

Item 14. 'Why would a person try to make light of an important problem?'

This complex idiom has the meaning *to consider unimportant, to minimize the importance of.* 95% of the students comprehended the input text and provided the required reply.

Item 15. 'What does a driver have to keep an eye on?'

The meaning of this verbal construction is *to take care of, to watch carefully.* All the subjects succeeded in answering this item correctly.

Item 16. 'How do you lay your problems to rest?'

The combination *lay....to rest* owns the meaning *to resolve* in the given sentence. 97% of the respondents produced the intended reply to this item.

Item 17. 'How would you bring someone around to your point of view?'
This 3-word verb (verb + particle + preposition) has the meaning *to change someone's mind about, to convince about.* 97% of the testees were able to provide the adequate answer to this question.

Item 18. 'Who should you leave medical decisions up to?'
The verbal construction in this sentence consists of verb + particle + preposition. It has the meaning *to give decision to.* All the test-takers responded successfully to this verbal combination.

Summary for the Verbal Combination's Section

Before rounding off this section, let's recap the testees' performance in the same category of question 5.a in the pre-test. In that part, the test-takers produced 655 (28.48%) correct answers versus 1645 (71.52%) erroneous ones. This low achievement is due to the subjects' failure in understanding the given IEX / MWV and, consequently, inability to write the required answers.

In the present section (of the sentence writing task in the post-test) the students' performance could be summarized as follows:

Total number of possible answers = 1800
Total number of correct answers and percentage = 1776(98.67%)
Total number of wrong answers and percentage = 24 (1.33%)

Overall, the learners performed more better in the POT than the PRT: they got 28.48% correct answers before the exposure to the materials on IEX / MWV, versus 98.67% thereafter.

TABLE - 100

POT: Q.5.a NOMINAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
19.	How do people put wear and tear on their cars?	100		00	
20.	In what situation would you be on pins and needles?	100		00	
21.	Why is it important to know the ins and outs of your work or job?	100		00	
22.	Why do some people think that politicians are full of hot air?	96		04	
23.	When did you have second thoughts about something?	100		00	
Total		496	99.2%	4	0.8%

Nominal Idioms (Items 19 - 23)

Item 19. 'How do people put wear and tear on their cars?'

The nominal idiom *wear and tear* has the meaning *damage, deterioration caused by frequent use.* The 100 students in this study wrote the required answer correctly.

Item 20. 'In what situation would you be on pins and needles?'

The sense of *pins and needles* in this item is a *condition of great excitement or nervousness.* All the testees produced the required sentence successfully.

Item 21. 'Why is it important to know the ins and outs of your work or job?'
The nominal idiom ***ins*** *and outs* owns the meaning *all the details, the important parts.* All the test-takers wrote the right response to this question.

Item 22. 'Why do some people think that politicians are full of hot air?'
Hot air has the meaning *exaggerated talk, unproven ideas.* 96% of the respondents got this item correct. The rest (4%) failed to produce the suitable reply.

Item 23. 'When did you have second thoughts about something?'
The meaning of the nominal idiom *second thoughts* in this item is *reconsideration, change of mind or opinion.* All the testees succeeded in writing the correct response.

Summary for the Nominal Idioms Section

In the nominal section of question 5.a in the pre-test, the test-takers succeeded in providing 283 (70.75%) correct answers versus 117 (29.25%) wrong ones. This relatively high achievement has been ascribed to the students' mastery over the nominal idioms category in general (because of their availability and familiarity in the subjects' mother tongue) and to their mastery of the tested lexical units in particular: they have their equivalents in Arabic.

In the present test (the post-test) the learners' performance, in the nominal idiom category of question 5.a, is as follows: the subjects produced 496 (99.2%) correct responses verses 4 (0.8%) wrong ones. The percentages provided above give clear indication of the students' improvement in understanding and using nominal idioms.

TABLE - 101

POT: Q.5.a ADJECTIVAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
24.	Which of your activities are few and far between?	98		02	
25.	What kinds of books do you usually find cut and dried?	96		04	
26.	Why are races more interesting if some racers are neck and neck?	97		03	
27.	When should you make an all-out effort to help someone?	100		00	
Total		391	97.75%	9	2.25%

Adjectival Idioms Section (items 24 - 27)

Item 24. 'Which of your activities are few and far between?'

The adjectival form *few and far between* owns the meaning *rare, infrequent.* 98% of the testees produced the adequate answer.

Item 25. 'What kinds of books do you usually find cut and dried?'

The IEX *cut and dried* has the meaning *routine* in the given context. 96% of the test-takers supplied the sought answer.

Item 26. 'Why are races more interesting if some racers are neck and neck?'

The adjectival combination *neck* and *neck* has the meaning close together. 97% of the learners provided the required reply.

Item 27. 'When should you make an all-out effort to help someone?
All-out, as used in the above sentence, owns the sense *complete, thorough.* All the subjects answered this questions correctly.

Summary for the Adjectival Idioms' Section

In the pre-test the subjects' performance in the adjectival idiom part of question 5. a is as below:

The testees provided 167 (83.50%) right sentences and 33 (16.50%) erroneous ones.

In the present post-test the students achievement in the same category is as follows: They supplied successfully 391 sentences (97.75%) versus 9 (2.25%) wrong ones. This shows considerable progress in the students' knowledge and use of the adjectival forms after the explicitly taught course.

TABLE - 102

POT: Q.5.a ADVERBIAL IDIOMS: TESTED ITEMS, NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

Sl.No.	Sentences	No. of correct answers	%	No. of wrong answers	%
28.	What world problems should be eliminated for good?	100		00	
29.	Why are all languages changing little by little?	100		00	
30.	What bad habit would you like to stop sooner or later?	100		00	
Total		300	100%	00	00%

Adverbial Idioms (Item 28 - 30)

Item 28. 'What world problems should be eliminated for good?'

The adverbial idiom *for good* has the meaning *forever, permanently.* All the students succeeded in writing the suitable answer for the provided question.

Item 29. 'Why are all languages changing little by little?'

Little by little in the above sentence owns the meaning *gradually.* The 100 subjects in this study produced successfully the necessary response.

Item 30. 'What bad habit would you like to stop sooner or later'?

The equivalent synonym to the IEX *sooner or later* is *eventually.* All the test-takers wrote correctly the needed sentence.

Summary for the Adverbial Idioms' Section

Before summarizing and concluding the present section, let's recap briefly the students' performance in its counterpart in the pre-test. In that section, 98% of the subjects failed to write the required sentences. However, this hints to the students' difficulty with the verbal idiom category. In the present test (the POT), all the 100 students succeeded in understanding and producing sentences using the adverbial idioms in question.

Summary for Question Five a

In the pre-test the subjects' performance in Question 5.a shows the following:

Total number of possible answers = 3000
Total number of correct answers and percentage = 1107(36.9%)
Total number of wrong answers and percentage = 1893(63.1%)

In the present post-test the students' achievement is as below:

Total number of possible answers = 3000
Total number of correct answers and percentage = 2963(98.77%)
Total number of wrong answers and percentage = 37 (1.23%)

Comparing the statistics above, we can conclude that the subjects' difficulty with writing meaningful and grammatical sentences, on the basis of questions / statements consisting MWV / IEX, has been reduced to a considerable extent: the students were able to produce 36.9% right answers in the PRT whereas in the POT they succeeded in writing 98.77% correct sentences.

Question 5.b. Paraphrase

In this part of question 5, the students were asked to paraphrase the following short passage.

> "One day Bill was really down in the dumps. His friends all seemed to be sitting pretty. They were not beating down doors to find ways to get movie money. Bill and his mother had a heart-to-heart talk about it. Bill's mother promised to pay him if he would lend her a hand in the kitchen. Bill was all thumbs, but he agreed. When his mom took the first bite of his meat loaf, he was on pins and needles. She loved it. "Here", she said as she gave him the money. "Step on it, or you'll be late".

5 marks were allotted to this task. The present task is receptive-productive type. It is the comprehension of the text then the production of the equivalent in meaning. By its nature this sub-test necessitates relatively subjective judgement while marking. Table 103 shows the students' marks on the paraphrase task:

Table - 103

POT: Q.5.b STUDENTS' SCORES ON THE PURCHASE TASK

Marks out of 5	Frequency (number of students)
0	00
1	17
2	45
3	34
4	03
5	01
Total	100

From the above table we observe that the subject's achievement in the given task is moderate. The reasonable proportion of the students who comprehended the input text and hence, produced the intended meaning of the given passage in their own words. In short, they succeeded to some extent in providing the equivalent version of the original paragraph.

The reader is reminded that the students' performance in the paraphrase task, question 5.a of the pre-test, revealed the following:

60% of the students scored 1 mark, 30% obtained 2 marks and 10% got 3. That is , 90% of the subjects scored between 1 - 2. 10% got 3 marks.
In the present post-test 62% got marks between 1- 2. 38% got 3 marks and above.

6.7.4 Summary for the Post-test

Before making the summary and conclusion for the post-test (POT). Let's go back to the subjects' results in the pre-test (PRT). In the PRT the students' performance could be shown statistically as below:

Total number of possible answers	=	18000
Total number of correct answers and percentage	=	6942(38.57%)
Total number of wrong answers and percentage	=	11058 (61.43%)

These statistics present the evidence that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. A general typology of these obstacles includes the following:

- Semantic (meaning, collocation),
- Grammatical (syntactic, morphological)
- Stylistic and
- Orthographical problems / difficulties

Multi-word verbs pose more problems / difficulties than idiomatic expressions. This could be seen clearly when we broke down the general results in the test under the 4 general categories: verbal combinations, nominal, adjectival and adverbial.

The reasons of the students' poor performance in the verbal combinations might be attributed to the absence or the scarcity of the MWV in the students' L_1 (Arabic) as well as the inherent problems / difficulties in the target language (English).

In the present post-test the subjects performed as indicated below:

Total number of possible answers	=	18000
Total number of correct answers and percentage	=	17025(94.58%)
Total number of wrong answers and percentage	=	975(05.42%)

Comparing these numbers and percentages to those of the pre-test, we found that the learners' performance improved to a considerable extent. This can lead us to conclude that the students succeeded in dealing with IEX / MWV after the introduction the ETC on these multi-word lexical items. They committed less errors and produced / got more correct answers in the POT than in the PRT.

6.8 Summary and Conclusion

In this chapter an attempt has been made to answer the question 'How to solve the problems and eliminate the difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?' In doing so, we have tried to apply the means, approaches, principles, techniques, strategies etc., of teaching / learning vocabulary since these two components (IEX & MW) are mainly vocabulary area(s). A considerable emphasis and concern were given to the guessing-from-context strategy (contextualism) within the framework of the mentalistic and cognitive approach to language teaching / learning (awareness, explicitness, learners' active involvement in the teaching / learning processes.. .etc).

The present chapter starts with an **introduction** then follows **section 2** which is a brief recall of the problems / difficulties facing the teaching learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. This recapitulation provides the findings and conclusions arrived at, presented and discussed in Chapter 5 of this study, through using the teachers' questionnaire, the students' questionnaire, the pre-test as well as the general survey of the English Language status, the ELT situation, and the examination of the English Language syllabuses at the university level in Sudan. These problems / difficulties were grouped into two main categories: the first category is the external problems / difficulties which are general obstacles that influence indirectly the teaching / learning of IEX / MWV. Some of these extrinsic problems / difficulties are: the status of the English language, the ELT situation and the university English Language syllabuses in Sudan. In the same category, there are also the materials, methodology, teachers' qualification and training, the evaluation system and the general academic environment. The second is the internal problems / difficulties of teaching / learning of IEX / MWV: these are obstacles which are inherent in the target language (English) or as the result of L_1 (Arabic) interference. Some of these intrinsic problems / difficulties are:

a. Grammatical
b. Lexico-Semantic
c. Stylistic

For **the grammatical level, the examples below are illustrative:**

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)
- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence on the position(s) of adverbs, nouns object, pronouns object etc.
- The place of adverbs in relation to MWV.
- The order and forms of the components of IEX: the arrangement of the individual words in a given expression (e.g. *give* and *take* not **take* and *give)* and the morphology of the constituents of the IEX: singular / plural (*He's burnt his boats* not *his boat)* and the choice of the correct conjunction: e.g. *heart and soul* not **heart or soul.*
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under the lexico-semantic category, we observe the following:

- Collocation problems: e.g. *carry on a conversation not * carry out a conversation.*
- Fixation or non-fixation of the items / elements within IEX: replacing *ships* for *boats* in *He's burnt his boats.*
- The meaning and understanding (comprehension) problems / difficulties.

At **the stylistic level, we count in:**

- The inability to use the appropriate MWV / IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

In section 3, we have tried to put the teaching / learning of idiomatic expressions and multi-word verbs in perspective mentioning that the teaching / learning of these multi-word lexical items is part of the teaching / learning of vocabulary and the latter is an important area of language teaching / learning. In the same section, we have discussed some of the vocabulary learning strategies and teaching techniques with special emphasis and close reference to the strategy of guessing from context. This sub-section is followed

by presentation and discussion of some of the principles, approaches etc., of teaching / learning of IEX / MWV.

In section 4, we have discussed in some detail the teaching and learning of vocabulary in context - a recurrent issue in our study - indicating its usefulness and validity in improving the learners' knowledge and use of vocabulary, in particular, and the general skill of reading. The section concludes with 'how to train the learners in the strategy of guessing from context'.

Section 5 concerns with the teaching and learning of IEX / MWV in context. It provides the relevant techniques and strategies for dealing with this special area of vocabulary: multi-word lexical items. It takes up the following aspects: pronunciation and spelling, grammar, collocation and meaning.

Section 6 devoted to the explicit taught course on IEX / MWV given to the subjects of the present study. This section includes the following headings: the rationale and the objectives, the sources and contents of the ETC, the evaluation of the suggested materials for the course and the implementation of the ETC considering the actual steps, classroom procedures and techniques used.

Section 7 deals with the students' performance after the introduction / inclusion of the ETC on IEX / MWV. It provides a detailed description of the construction / development etc. of the test, the results and findings of the post-test given to the learners to assess their performance in these multi-word lexical items. The impact of the ETC could be summarized in the following paragraphs.

Before presenting the summary and conclusion for the post-test, we echoed the students' performance in the pre-test. In the PRT, the subjects' performance could be shown statistically as below:

Total number of possible answers	=	18000
Total number of correct answers and percentage	=	6942 (38.57%)
Total number of wrong answers and percentage	=	11058 (61.43%)

These statistics present the evidence that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. A general typology of these obstacles includes the following:

- Semantic (meaning, collocation),
- Grammatical (syntactic, morphological)
- Stylistic and
- Orthographical problems / difficulties

From the subjects' performance we can infer also that multi-word verbs pose more problems / difficulties than idiomatic expressions. This could be seen clearly when we broke down the general results in the test under the 4 general categories: verbal nominal, adjectival and adverbial combinations. The reasons of the students' poor performance in the verbal combinations might be attributed to the absence or the scarcity of the MWV in the students' L_1 (Arabic) as well as the inherent problems / difficulties of that area in the target language (English).

In the post-test, the subjects performed as indicated below:

Total number of possible answers = 18000

Total number of correct answers and percentage = 17025(94.58%)

Total number of wrong answers and percentage = 975 (05.42%)

Comparing these numbers and percentages to those of the pre-test, we found that the learners' performance improved to a considerable extent. This can lead us to conclude that the students succeeded in dealing with IEX / MWV after the introduction of the ETC on these multi-word items. They committed less errors and produced / got more correct answers in the POT than in the PRT.

In sum, the Sudanese learners of English at the tertiary level made considerable improvement and progress in the knowledge and use of IEX and MWV after taking the explicit taught course as the results of the POT have shown. This success could be attributed to the approach, the materials, the techniques and the strategies used in implementing the course especially the guessing-from-context strategy on which the subjects received intensive training. The approach followed in this course is the mentalistic / cognitive approach to the language teaching / learning which allows for learners' awareness, active involvement, explicitness and conceptualization. Overall, the ETC starts the students understanding and using these multi-word lexical items successfully, helping them to solve the problems and eliminate the difficulties they face while dealing with these two vocabulary components.

CHAPTER SEVEN

SUMMARY AND CONCLUDING REMARKS

It is presumptuous to claim that the investigation and the conclusions we arrived at in this study are final and complete. It would be also presumptuous to write a summary and conclusion to a survey of an area which is as lively and as widely practised. Any overall pattern that we seem to see in the work discussed and presented here will soon look very one-sided and premature as new ideas come forward which cause us to recast our views about what should be covered in a topic having the title *Teaching and Learning of Idiomatic Expressions and Multi-word Verbs of English in the context of Sudan.* With that proviso, though, it seems worthwhile to round this thesis off by pulling together the discussions made in the previous chapters of the present study and by providing some recommendations and suggestions. Let us start by summarizing the four chapters of the theoretical part of this study.

In chapter *one* which serves as a general introduction to the entire thesis, I have started by indicating where does the study fit putting the teaching and learning of idiomatic expressions and multi-word verbs of English in the context of Sudan in its proper perspective and setting. That is, the teaching and learning of idiomatic expressions and multi-word verbs is part of the teaching and learning of vocabulary (since IEX and MWV are multi-word lexical items) and the latter is part of the teaching and learning of the English Language. Therefore, the principles, techniques, strategies of teaching / learning vocabulary have been applied in this study to solve the problems and eliminate the difficulties facing the teaching / learning of these two vocabulary components in the context of Sudan. In this respect, I have touched briefly on the context of the study (Sudan) where English is considered as a Foreign Language (FL).

After delimiting the area of the study and the setting, I- have mentioned the main objectives, the hypotheses and the questions of the research. This research arises out of a deep and prolonged dissatisfaction which the researcher has felt with both the past and present status of teaching and learning of IEX / MWV of English in the context of Sudan.

Our main objective, in this research, is, therefore, to provide those engaged in English Language teaching and learning in Sudan with the suitable means for pre-empting and solving the problems and difficulties of teaching and learning of IEX and MWV of English. In carrying out this study, we have proceeded with the following assumptions in our mind (three interrelated hypotheses):

1. Teaching and Learning of IEX / MWV of English in Sudan face some problems and difficulties. Specific and concrete instances of these obstacles are:
   a. The use of the wrong particle and / or preposition with verb - a collocation problem.
   b. Not being able to understand the multi-word verbs, which are also idiomatic expressions.
   c. Generally, problems arising from the special nature of the multi-word verbs (their difficult structural patterns., e.g. with pronouns, their special stress patterns and so on).
   d. Unless one knows what an idiomatic expression means, they cannot, as a rule guess its meaning.
   e. One understands every word in a text and still fails to grasp what the text is all about.
   f. One does not know whether for example, the words *fall out* form a unit of meaning (an idiom) or not.

2. These problems and difficulties are due to various and different reasons such as:
   a. The absence of IEX and MWV from the syllabuses used in Sudan.
   b. Lack and dearth of relevant / suitable materials.
   c. Lack of attention and awareness of the importance of these multi-word lexical items.
   d. Unfamiliarity of the learners with these two components of vocabulary.
   e. Others: these are general causes which could be related to the general situation of the English Language and the ELT in Sudan.

3. The solutions of these problems and elimination of these difficulties might reside in the following:
   a. The introduction of a separate course on idiomatic expressions and multi-word verbs of English in the tertiary level syllabuses in Sudan.
   b. The provision, selection of the necessary and relevant materials especially those which could be used as teaching and learning aids (dictionaries, text-books, workbooks, supplementary materials etc).
   c. To direct the attention to the importance of these multi-word lexical items and raise the awareness of their position and status in the English language.
   d. To familiarize the learners with those two complex and crucial but overlapping components of vocabulary.
   e. To equip the teachers with the recent literature on the teaching and learning of idiomatic expressions and multi-word verbs of English.
   f. To train the learners in the strategy of guessing the meaning from context.

On the basis of the 3 hypotheses cited above, the following 3 broad and general questions have been formulated:

1. What are exactly the problems / difficulties facing the teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?
2. What are the possible causes of these problems / difficulties?
3. How to solve these problems and eliminate these difficulties?

In the same chapter (chapter one), I have clarified the methodology used in collecting the data, which is mainly empirical using questionnaires and tests, the statistical analyses employed (the percentage statistics / the relative frequency) and the conditions during the study. Also, in this introduction, I have shown the organization of the thesis indicating the contents of its 7 chapters.

In chapter *two*, I have provided a review of the relevant literature on the teaching / learning of idiomatic expressions and multi-word verbs of English in order to know how these two vocabulary components were defined, discussed, taught and learnt so as to apply this knowledge in the context of Sudan. Overall, I have surveyed various and different publications closely related to the topic of the study with emphasis on some of themes / issues which have recurred continually through the area I have dealt with. These interwoven topics are:

- The defmition(s) of IEX / MWV and the relationship between them.
- The teaching and learning of vocabulary in context with special reference to multi-word lexical items.
- The teaching techniques and the learning strategies of IEX / MWV with special emphasis and concern on the guessing-from-context strategy and how to train the learners in the efficient use of this strategy?

This review has started with the Indian Grammarians through Saussure concluding the chapter with a detailed review and comparison between a set of comprehensive, systematic and standard dictionaries on IEX / MWV.

However, the following points might summarize and offer an overview of the whole chapter:

- The term '*idiom*' has been around since the antiquity and used in a variety of senses with some more frequently and consistently used than others. In fact the practice of most grammarians and linguists who have chosen to study idiomatic expressions indicate concern with the decoding aspect of idiomaticity--understanding the meanings of these expressions.
- Despite the quantity of material dealing with idioms, a surprisingly large number of prominent linguists have steered clear of idioms almost completely.

The concept of idiomaticity is not even mentioned in Bloomfield's 'Postulates' (1926) and no discussion of idioms is provided in "Language" (1933). Harris in his 'Methods in Structural Linguistics' (1951) chooses not to mention idiomaticity at al. As Healey points out (1968:71) some authors avoid the term deliberately, each disliking it for some

or other reason. According to Palmer (1938:xii) it is too broad; this view is echoed by Bolinger (1947:241). Joos (1964:135) charges that the term is too often applied to some difficult expressions in order to avoid describing them.

- Outside of Language textbooks proper; special idiom dictionaries as well as phrasal verbs ones have been in wide use. Their organization and underlying theoretical concept of idiomaticity is similar to that found in the sampling language text books, that is, phraseological units are alphabetically intermixed with specialized one-word items.

- The works, we have surveyed in this chapter, show that there are various dimensions and a considerable number of grammarians, writers, linguists and dictionaries compilers in the areas of idiomatic expressions and multi-word verbs (phrasal verbs particularly): The Indian tradition eventually upholds indeterminacy of word meaning and graded degrees of compositionality and Hockett shared with the Indian grammarians the primary interest in *"the meanings of the expressions"* they are dealing with. The "generative movement", led off here (in this review) by Katz and Postal with Weinreich, Fraser, and Chafe among the more important followers, describe the syntactic deficiency in this finite class of anomalies (i.e. idioms).

  Bolinger, Ruhl and Mitchell, are all concerned with 'semantics' more than syntax, sentence meaning rather than word meaning…with the pervasiveness of idiomaticity throughout language.

  The stratificational grammar in this review, is represented by Adam Makkai (1972) who deals with idiomatic expressions and phrasal verbs in detail.

- However, the direct concern and treatment of teaching and learning of idiomatic expressions and multi-word verbs of English, in general, is manifested in Michael Wallace, 1982 (who devoted a whole chapter (Ch.8) in his book *'Teaching Vocabulary'* to Idioms and Multi-Words) and Ronald E.Feare, 1980 in his workbook 'Practice with Idioms', among other useful vocabulary books and references. Moreover, there are some of the specialized idiom-dictionaries and

phrasal verbs ones which are discussed in detail in this review besides an attempt to compare some of them. The general theme of these dictionaries is that the entries found in them are not ordinary vocabulary. Oxford Dictionary of Phrasal Verbs / Oxford dictionary of English Idioms; Collins COBUILD Dictionary of Phrasal Verbs / Collins COBUILD Dictionary of Idioms and Cambridge International Dictionary of Phrasal Verbs / Cambridge International Dictionary of Idioms are illustrative.

In spite of the large amount of literature on idiomatic expressions and multi-word verbs of English, unfortunately no research has been carried out on the teaching and learning of idiomatic expressions and multi-word verbs of English ***in*** *the context of Sudan.* Therefore, the present study attempts to fill a gap and provide a starting point for further research on this topic.

In chapter ***three,*** an attempt has been made to show and examine the position / status and the importance of IEX / MWV covering the following sub-headings:

- The position of IEX / MWV of English in Language in general and across the language skills.
- The place of IEX / MWV in the English language syllabuses used in Sudan universities.
- How the students actually learn these multi-word lexical items in Sudan universities.
- The importance of IEX / MWV for the native speaker and the learner.

In **respect of the 1st issue, we have demonstrated that:**

a) IEX / MWV are not a separate part of the language, which one can choose either to use or to omit, but they form an essential part of the vocabulary of English.

b) They are common in every language and without command of IEX / MWV students cannot truly feel comfortable and confident in their effort to master English thoroughly.

c) IEX / MWV are not something special or sub-standard they are a vital part of the standard language and as such they can hardly be avoided.

Regarding the second issue, we have showed that the position of these multi-word lexical items, in the existing syllabuses at the departments of English in Sudan universities, is marginal. The examining of the syllabuses documents revealed that these two vocabulary components are not given the attention and concern they deserved, hence, they do not appear as contents of any course or as a separate course. As **for the third** issue (the question *How the students actually learn these multi-word lexical items in Sudan universities),* the answer to this question depends mainly on the status of these two vocabulary components in the syllabuses and as we have seen from the foregoing discussion that they were not given the attention and place they deserve. Therefore, the teaching and learning of these lexical units were not catered for explicitly and intentionally in Sudan universities. However, their teaching and learning did not take place systematically except in rare instances where phrasal verbs were treated in some courses especially in grammar courses and this happen often through translation, memorization of lists of these verbs (in alphabetical order without consideration of semantic (meaning) grouping - depending only on the form of the word) and inadequate use of dictionaries (often using bi-lingual ones). The use of dictionaries as teaching and learning aid is limited since the learners think that they *know* these expressions and verbal combinations because they are made of easy words / constituents: e.g. *put, up* and *with; look, up* and *to* and son on. So they do not look up those words in dictionaries. A final crucial point to mention, here, about the teaching and learning of *idiomatic expressions and multi-word verb* is that whenever they were treated they were taught and tried to be learnt *out of context* i.e., in isolation.

Concerning the last issue in this chapter, (the importance of IEX / MWV of English for the native speaker and the learner), the discussion leads us to conclude that IEX and MWV are important for the native speaker since the knowledge and use of these multi-word lexical items serve as distinctive features of his command of the language. These two vocabulary components are also important for the learner since their knowledge and use are indications of his mastery of the language.

In chapter *four,* I have dealt with the linguistic aspect(s) of IEX / MWV. These multi-word lexical units have been surveyed and discussed considering the following levels: orthographical / phonological, grammatical (syntactic / morphological) and stylistic. Moreover, there has been an attempt to provide a semantic study of these 2 vocabulary components in some detail, covering the headings below:

- definition(s) of IEX / MWV and the relation between them.
- a lexico-sematnic study.

In addition to the above linguistic survey and study, we have presented, in this chapter, a contrast and comparison of these multi-word lexical items with the native speech of the Sudanese learners in terms of metaphors and proverbs, colloquial (informal) language and slang.

However, the linguistic study of IEX / MWV revealed that they have their special linguistic properties. At the phonological level, IEX / MWV follow the general phonological principles and rules of the English phonology with the exception of the stress and accent in some verbal combinations. They have special stress patterns as the following examples demonstrate. In normal speech particles / prepositions are not usually given stress but with phrasal verbs the particle normally receives stress. Compare

Look for that number - that's the number to *'look for*
Call up that number – that's the number to *'call 'up*

Also in respect of MWV stress, it is worth mentioning that the *particle* in verbal combination is normally stressed and, in final position, bears the nuclear tone, whereas the preposition in verbal constructions is normally unstressed and has the '*tail*' of the nuclear tone on the "lexical verb only" He called 'up the man - the man was called 'up.
He 'called on the man - the man was 'called on.

As for the orthographical level, in general, idiomatic expressions and multi-word verbs confine to the *general* spelling conventions of English. However, there are some exceptions namely those cases where multi-word verbs are transformed to nominalized forms, adjectival forms which have varieties of spellings (hyphenated, solid form (written as one word) or unlinked forms). In nominalized forms, there is considerable difference regarding spelling and punctuation: the choice of solid (=Linked form) *e.g. flypast,* unlinked form *a look round* or a hyphenated one *a look-round.*

Regarding the nominalized form which has the pattern *particle + verb,* it is important to mention that the British and American practice is to write them fully joined as in *offprint;* while some nouns exist in two forms (linked and hyphenated) in British.
Other examples of writing conventions of multi-word verbs are:
make up (verb), make-up (noun)
break down (verb), breakdown (noun).

In adjective transform, one notes the following spelling / punctuation as they appeared in the examples below:

- He glanced through the article • The quickly *glanced-through* article...
- He eagerly looked forward to his retirement • His eagerly *looked-forward-to* retirement.

The second major section in Chapter 4, deals with the **grammatical aspect of IEX / MWV.** Here, an attempt has been made to provide the reader with a general description of the grammatical behaviour of these multi-word lexical items. Information about the syntax and morphology of these two vocabulary components is essential for a variety of reasons. It enables the reader to compare like with like and to build up *a general categorization of IEX / MWV.* It is also important for the reader to be able to locate and identify the exact point or points in IEX / MWV at which lexical choice can operate. The syntactic of the parts to the whole would be made explicit. And finally, how the grammar of an IEX can be altered by how idiomatic it is.

The grammatical behaviour of MWV could be summarized by presenting the following overview of the grammatical patterns in which these verbal combinations occur as well as their transformations. MWV can function in one or more of six simple, active sentence patterns. These basic patterns can be divided into two groups according to transitivity (i.e. according to whether or not they contain a direct object). Intransitive sentences are labelled [V] and transitive sentences [Vn]. Within each of [V] and [Vn], the sentence patterns are further subdivided into [P], [Pr] and [P.Pr] according to whether they contain *aparticle,* a *preposition,* or *a particle and a preposition.*

The whole system of six basic patterns can be represented schematically, and illustrated, as follows:

	Intransitive	Transitive
Particle	[Vp]	[Vn.P]
Preposition	[Vpr]	[Vn.pr]
Particle + Preposition	[Vp.pr]	[Vn.p.pr]

[Vp] The electricity supply *went off.*

[Vpr] We were *backing on* a change of heart.

[Vp.pr] The committee *fall back on* an earlier plan.

[Vn.p] The awful food *turns* people *off.*

[Vn.pr] Peter *foists* all his problems *on* his unfortunate friends.

[Vn. p.pr] You can *put* the shortage *down to* bad planning.

As for the grammatical aspect of idiomatic expressions, the following point should be emphasized. The grammatical behaviour of IEX reminded us of the enormous structural variety of English expressions. The patterns deal with in this respect are found in:

- Phrase pattern - *a bargain basement, easy on the eye, in the nick of time.*
- Subject-less clause patterns - *cut one's losses, paint the town red, pay sb a compliment* and

- Simple or complex sentence patterns - *one swallow does not make a summer, give sb an inch and he (will)'ll take a mile.*

This is to give but small sample of the great range of these construction(s) types. The spread is considerably, yet they can be classified under 2 general headings: *Phrase Idioms* and *Clause Idioms.* Within these major groupings are several dominant sub-categories:

...The most common *clause patterns* spanned by idioms, for instance, are the following:

Verb + complement	go berserk
Verb + direct object	ease sb's conscience / mind
Verb + direct object + complement	paint the town red
Verb + indirect object + direct object	do sb credit
Verb + direct object + adjunct	take sth amiss

While the most commonly occurring *phrase patterns* are these:

Noun phrase	a crashing bore
Adjective phrase	free with one's money etc.
Prepositional phrase	in the nick of time
Adverbial phrase	as often as not

In our survey of the grammatical behaviour of IEX / MWV we have also discussed the distinction between idiomatic multi-word verbs (phrasal verbs) and non idiomatic ones (literal verbal combinations) and the influence of this distinction on the grammar of MWV. The fact that a particular combination of verb + particle, for example, is idiomatic need not affect its grammar. The combination *make up* as used in *she made up her face* is quite clearly an idiom (a unit of meaning). Yet the grammar of the idiomatic *make up* is similar in many respects to the grammar of the non-idiomatic *carry away.* For instance, the *direct object* can be changed around in both cases:

She made up *her face* / She made *her face up.*

Bill carried away *the rubbish* / Bill carried *the rubbish* away.

Similarly, it is equally possible to move the particle to the front and the subject to the end of the sentence whether you use *come down* idiomatically (The prices came down / Down came the prices) or non-idiomatically (The ceiling came down / Down came the ceiling).

After having provided a general linguistic survey of IEX / MWV at the phonological / orthographical and the grammatical levels, we have offered in subsequent paragraphs a treatment of the stylistic aspect of these multi-word lexical units. In these paragraphs, we have tried to provide the reader with a general description of the stylistic behaviour of idiomatic expressions and multi-word verbs of English. However, in this section, it might be useful recap the following points which will be of particular interest to advanced foreign students and teachers:

Regarding the stylistic behaviour of multi-word verbs the following points may be mentioned:

- We should note that it is impossible to assign fixed stylistic values to most items which call for a marking of some kind.

  The boundary between 'formal' and 'informal' usage is constantly shifting, and the conventions observed by individual speakers and writers differ very considerably.

- It is often said that multi-word verbs tend to be rather 'colloquial' or 'informal', and more appropriate to spoken English than written, and even that it is better to avoid them and choose single-word equivalents or synonyms instead. Yet in many cases multi-word verbs and their synonyms have different ranges of use, meaning, or collocation, so that a single-word synonym cannot be substituted for a multi-word verb. Single word synonyms are much more formal in style than multi-word verbs, so that they seem out of place in many contexts, and students using them run the risk of sounding pompous or just unnatural.

  This stylistic difference between single-word verb and its equivalent multi-word verb could be shown by presenting and examining the following examples:

- Lucy was *brought up* by her grand parents and *educated* at the local secondary schools.
- What time are you planning to *turn up.* (multi-word verb: informal)

Please let us know when you plan to *arrive?* (single-word verb more formal)

Note that in the first example, *'bring up'* is mostly used for the moral and social training that children receive at home while *'educate'* is used for the intellectual and cultural training that people get at school and university.

As **for the stylistic behaviour of IEX, the 2 points below could be emphasized:**

- The first point focusses on the feature that proverbs and catchphrases may be structurally shortened for a variety of reasons and with a number of effects. Traditional sayings of a given structural type tend to be used in a narrow and stereotyped set of functions. Thus *a stitch in time saves nine* and *the early bird catches the worm* are typically used to comment approvingly on timely or judicious action or to reinforce a recommendation. Often it will be felt sufficient to hint at the whole by the use of a part, as in such utterances, as '*A stitch in time, you know*!

  Sometimes, the fragment will take on a life of its own as a phrase idiom, as is the case with *an early bird.* This co-exists in present-day usage alongside the saying from which it originated.

- A second point is the creation of idiomatic expressions and the achievement of humorous effects by the manipulations of them, normally regarded as fixed calls for a degree of cultural or literary awareness possessed only by mature native speakers of the language. Consider in this respect the following catchphrases: *The buck stops here* and *if you can't stand the heat, get out of the kitchen* which were first spoken by the Late President Truman; and their association with him, combined with the vigour and freshness of his language, ensured that they were taken up and repeated more widely. As in many similar cases, both the function

and form of these catchphrases are varied from time to time, as the following quotation from an article on the Vietnam war makes clear:

The harsh truth is that the buck started here (i.e. in the US) and that it stops here as well. This example of nonce variations in an expression whose original form is well-known brings us to the point that sentence idioms in particular are commonly refashioned by native speakers to achieve a variety of striking effects.

Another major concern of this chapter **is a detailed semantic study of IEX** / MWV. A considerable space and time have been devoted to the semantic aspect of these multi-word lexical items since idiomaticity is largely considered as a semantic matter. In dealing with the semantic properties of these two vocabulary components, we have tried to cover some basic issues such as:

- The definition(s) of IEX / MWV and the relation between them
- Meaning of IEX/ MWV
- Idiomaticity or non-idiomaticity
- Collocation
- Synonyms / antonyms and other semantic relations.

For the definition(s) of **IEX / MWV,** let us start by those of the IEX. After examining different and various definitions of this vocabulary component, we have opted for / singled out the following ones:

The comprehensive definition which is articulated in Cowie et al. 1993:

'The best-known approach to the definition of idiomaticity, and one which linguists as well as dictionary-makers have helped to popularize, fastens on the difficulty of interpreting idioms in terms of the meanings of their constituent words. Definitions such as the following are representative of this approach:

... groups of words with set meanings that cannot be calculated by adding up the separate meanings of the parts.

... peculiarity of phraseology ... having meaning not deducible from those or the separate words ...

However, defining idioms in a way which throws emphasis on *ease* or *difficulty* of interpretation leaves a great deal unsaid ...

...an approach based simply on the semantic opaqueness (or transparency) of whole combinations yield a very small class of idioms. It leaves out of account, for example, an important group of expressions which have figurative meanings (in terms, of the whole combination in each case) but which also keep a current literal interpretation. Among such 'figurative idioms' are *catch fire* and *close rank.* There is other evidence, too, especially the fact that a small number of words can be substituted in expressions often regarded as opaque (consider *burn one's boats* or *bridges),* that idioms are not divided as a small water - tight category from non-idioms but are related to them along a scale or continuum.

A **view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also** of the **possibility of internal variation, or substitution of part for part.** The application of both criteria together produces a complex categorization:

i. **Pure idioms:** Though discussions of idiomaticity at both a technical and non-technical level are usually limited to the type illustrated by *blow the gaff* and *kick the bucket* (surely the most often quoted idiom of all), idioms in the strict sense comprise only one, and certainly not the largest, a of a spectrum of related categories. Historically, pure idioms form the end point of a process by which word-combinations first establish themselves through constant re-use, then undergo-figurative extension and finally petrify or congeal.

ii. **Figurative idioms:** This category has already been identified. It is idiomatic in the sense that variation is seldom found (though note *act that part* or *role; a close, narrow shave)* and pronoun substitution unlikely (though consider *Bill had a narrow shave* and *Fred an even narrower one).* The merging of this group into that of pure idioms is illustrated by such expressions as *beat one's breast* and

(again) burn one's boats. The literal senses of these expressions do not survive alongside their figurative ones in normal, everday use and for some speakers they may indeed be unrelatable. For such speakers these expressions fall into the category of pure idioms.

iii. Restricted Collocations: In such combinations, sometimes referred to as 'semi-idioms', one word (i.e. in the case of two-word expressions) has a figurative sense not found outside that limited context. The other element appears in a familiar, literal sense (cf. the verb and noun, respectively, in *jog one 's/sb 's memory* and the adjective and noun in *a blind alley).* Some members of this category allow a degree of lexical variation (consider, for instance, *a cardinal error, sin, virtue, grace),* and in this respect 'restricted' collocations resemble 'open' ones. Another point of similarity is that the 'literal' element is sometimes replaced by a pronoun'.

Cowie et al 1993

- Moreover, after considering the various definitions of idiomatic expression(s) the researcher is for Wood (1981) definition which is as follows:

  'An idiom is a complex expression which is wholly non-compositional in meaning and wholly non-productive in form'. (Wood 1981:95).

In brief, the reason for this preference is that it seems comprehensive and valid. It caters for meaning and form of these expressions.

- The researcher also found Michael Wallace's (1982) definition as one of the comprehensive and working definitions:

'… However, it could be suggested that a practical definition of idiom for teaching purposes will contain three elements:

1 . Idioms consist of more than one word;

2. Idioms are fixed collocations and

3. Idioms are semantically opaque'.

(Wallace 1982:118)

As for the definition(s) of MWV, we have considered and examined a lot **of** definitions.

The following seem adequate and valid:

- Oxford Advanced Learners' Dictionary Of Current English's Definition

'a simple verb combined with an adverb or a preposition, or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g., go in for, win over, blow up'. (OALDCE 1996:869)

- **A.P. Cowie and R.Mackin's Definiion (1993)**

Under the sub-heading: What is a Phrasal Verb? Cowie and Mackin, in their 'Oxford Dictionary of Phrasal Verbs', provide the following definition:

'In English, verbs are often put together with short adverbs (or particles) as in *run back, put* (the dish) *down, warm* (the milk) *up.*
Verbs often combine with prepositions too, as in *come into* (the room), *drop* (the vase)*on* (the floor), *translate* (the play) *into* (French).
All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions. (So, *put the dish down* means place the dish in a lower position). But sometimes the combinations are more difficult to understand. Look at the combination *break out* (verb+particle) as it is used in this sentence: *Cholera broke out in the north of the county.*
In this example, the verb *break* doesn't have the meaning it has in phrases like *break a window* or *break a stick.* And '*out*' doesn't mean 'outside in the open'. The combination has to be understood as one unit of meaning '*start suddenly or violently'.* When a verb + particle (or a verb + preposition) is a unit of meaning like this it is **a** phrasal verb. Sometimes you will find a verb, a particle and a preposition combining to form one unit of meaning. A well known example is '*put up with*' (meaning 'tolerate'). This too is a phrasal verb'. Cowie and Mackin 1993 (3rd impr. 1994):xi.

- M.Wallace 1982

'A multi-word verb is a verb plus a particle (i.e. preposition or adverb), or, sometimes a verb plus two particles, which join to form a new structural unit. Here are some examples of multi-word verbs:

...add up, ...take on, ...workout'.

(Wallace 1982:119)

- Oxford Advanced Learner's Dictionary of current English's definition represents one of the most adequate and comprehensive definitions of multi-word verbs:

  'a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g. *go in for, win over, blow up'*.

  (OALDCE 5th ed. 1995:869).

Concerning the relation between IEX / MWV, we have attempted to clarify it as follows:

What is the relation between these two parts? This section has provided a brief reply of some sort to this question. In short, some idiomatic expressions are multi-word verbs particularly those which are termed *phrasal verbs.* Not all idiomatic expressions are phrasal verbs: there are other different idiomatic constructions: nominal, adjectival and adverbial categories. One can say that not all idiomatic expressions are multi-word verbs (there are others as indicated above) and not all multi-word verbs are idiomatic expressions: there is another type-beside the phrasal verbs - which is *literal* or *non-idiomatic* verbal combinations.

In the discussion of **the meaning(s) of IEX/MWV**, we have repeatedly emphasized the point that these multi-word lexical items carry meaning. In this respect, I have demonstrated and shown that MWV carry meaning, in general, and *particles / prepositions,* in particular, often have meanings which contribute to a variety of verbal combinations. In English, verbs are often put together with short adverbs (or particles), as in *run back, put* (the dish) *down, warm* (the milk) *up.* Verbs often combine with prepositions too, *come into* (the room), *drop* (the vase) *on* (the floor), *translate* (the play) *into* (French). All these combinations are easy to understand, because you can work out their meanings from those of the individual verbs and particles or prepositions (so, *put the dish down* means 'place the dish in a lower position'). But sometimes the combinations are more difficult to understand. Look at the combination *'break out'* (verb + particle) as it is used in this sentence: *Cholera broke out in the north of the country.* In this example, the verb *break* doesn't have the meaning it has in phrases like *break a window* or *break a stick.* And *out* doesn't mean *outside in the open.* The combination has to be understood as one unit, meaning 'start suddenly or violently'.

The component multi-word verbs is constantly growing and changing. New combinations appear and spread. Yet combinations are rarely made on a random basis, but form patterns which to some extent can be anticipated. Particles/prepositions often have particular meanings which they contribute to a variety of combinations and which are productive, that is, these fixed meanings (of particles / prepositions) are used in order to create new combinations.

Approaching the **lexico-semantic properties of idiomatic expressions,** we have started by discussing the following statements regarding meaning:
'If you do not know the meaning of a word or an expressions call it an idiom'.
But idiomatic expression *has meaning* and one its meaning is established an idiom is unequivocal and (provided it is used in the right context) it means the same thing to everybody. However, the reader could bear in mind the following points when approaching the lexico-semantic aspect of idiomatic expressions:

1. The meaning of an idiomatic expression is more than the aggregate of words.
2. An idiomatic expression is a mutually sense - selecting construction, where each member has a sense that is possible only in construction with another item; an expression which has a meaning different from the meanings of its constituents; semantically an idiom behaves like one lexical item but grammatically the constituents behave like common words. For example:
   Kick the bucket (die); Kicked the bucket; *Kick the bucketed.

In respect of collocation, we have mentioned that combinations of words that are natural and normal to native speakers are called collocations. The actual nouns etc. that can combine with a particular phrasal verb are called its collocates. (So *'conversation'* is one of the collocates of '*carry on').* Some of the collocates of 'carry out' are: '*experiment, test, research, investigation'* among others which can be used as direct objects of that phrasal verb. And the collocates of '*carryon'* besides '*conversation'* are *'talk', 'discussion'.* With *'carry on'* it is possible to use words that *related in meaning as 'debate'* and '*negotiations'* (both of which are types of discussion). A native English speaker will know that it is a natural and normal to say *carry out an investigation* not *'*carry on an investigation'.* On the other hand, we normally *carry on a conversation* Not * *carry out a conversation.*

As for the collocation of IEX, we have offered the following discussion:

Here are some idioms with their meanings: *Let the cat out of the bag* (-reveal a secret); *lick someone's boots* (=humble oneself to gain someone's favour); *rain cats and dogs* (=rain heavily); *Storm in a teacup* (=fuss about something that is not really important); *Off the cuff* (=not prepared before hand).

What is it that they have in common? One could suggest that these expressions are *fixed collocations...* However, some collocations are fairly loosely related... With idioms, this freedom of collocation is much more restricted.

Using the examples we have noted, it would be odd to say:

They have let several out of bags (=revealed several secrets); *he goes about licking people's sandals; yesterday it rained dogs and cats; the teacup has just had a storm; he made an off his-cuff remarks,* and so on. Generally speaking, however, idioms operate in some ways as if they were compound words, and the number of changes that can be made are very limited.

Regarding the sense relations of IEX, we have discussed synonymy (a saving grace / a redeeming feature), antonymy (early on / latter on; by accident / by design), false friends (hold sb's hand / hold hands) and other semantic relations.

Many multi-word verbs have synonyms which are single words but these words are much formal e.g. bring up / educate.

Antonyms describe opposite processes such as: putting on / taking off; coming in / going out.

An important point to mention in respect of the synonymy of multi-word verbs is that particle and prepositions themselves have synonyms which alternate after verbs: Examples are:

- Synonymous particles: 'about, around / round'
- Synonymous prepositions (on, over, upon).

Idiomaticity has been touched upon briefly in this section. Clearly, the fact that very many verbs with particles or prepositions are used idiomatically is the central issue that we have to deal with in mastering this important area of the vocabulary. To highlight the distinction between idiomaticity and non-idiomaticity of English expressions, it might be useful to consider the following questions:

1. How can idiomaticity itself be recognized and defined?

How in practice do we decide whether a particular expression is idiomatic or not?

2. Is the distinction between idioms and non-idioms clear-cut, or do the two categories shade off into each other? Where do we draw the line between idioms and non-idioms?
3. What criteria in particular must expressions satisfy to merit inclusion in idioms' dictionaries?

A view of idiomaticity which does full justice to the rich diversity of word-combinations in English must recognize that the meaning of a combination may be related to those of its components in a variety of ways, and must take account also of the possibility of internal variation, or substitution of part for part.

Before rounding off chapter 4, we have compared, contrasted and related IEX / MWV to the native speech of the Sudanese learners in terms of metaphors, sayings and proverbs, colloquial (informal) language and slang. However, the discussion has led us to the following conclusion:

The speech of Sudanese people - *Colloquial Sudanese Arabic* - contains idiomatic expressions of different kinds (*fixed collocations, sayings / proverbs, catchphrases* etc.) and these expressions are used widely by them. They are part of our subjects speech. However, multi-word verbs are few in classical Arabic thus in Sudanese colloquial Arabic. Therefore, the notion and the concept of the *multiplicity of the words of verbs* are not clear for the majority of our subjects. The researcher himself (helped by other native speakers) couldn't provide more than one or two examples of those verbal constructions from classical Arabic. This claim is borne out by the questionnaire given to the students who were not able to give even a couple of examples of multi-word verbs in Arabic.

Overall, the 4 previous chapters (the introduction, the literature review, the position / status of IEX/MWV in English and the syllabuses used in Sudan and the linguistic study of these multi-lexical items) which form the first part of this study, serve as a theoretical background / framework for the empirical / practical part of this research (Chapters five and six as well as the general summary and conclusion for the whole thesis).

After having brought together the salient points of the 4 chapters of the theoretical part, we shall turn in the following pages to the 3 chapters of the practical / empirical part. The second part mainly includes: what are the problems / difficulties of teaching / learning of IEX / MWV of English in the context of Sudan? and How to solve the problems and eliminate the difficulties of teaching / learning of IEX / MWV of English in the context of Sudan?

In Chapter **five, I** have discussed the three elicitation techniques which have been used at this stage i.e. before the taught course (teachers' questionnaire, students' questionnaire and the pretest) to get the information about the teaching and learning of idiomatic expressions and multi-word verbs in the context of Sudan. The main objective of the tools used in the present study is to detect the problems / difficulties facing the students as well as their teachers while dealing with these two overlapping components of vocabulary. Moreover, the literature review and what have been established in **the** theoretical background / framework of this dissertation revealed that there are various and different obstacles which might be encountered by the native speaker and the foreign language learner.

In this chapter, I have tried to pull together the salient points made about the problems / difficulties of teaching / learning these multi-word lexical items, on the basis of the empirical data obtained in this study, supported them as far as possible with some quotations from the relevant literature appeared in the first part of this research. That is, a recapitulation of the findings of the two questionnaires as well as the pre-test given to the subjects of the present study. In what follows, let us start by bringing together the findings of these three elicitation tools under the sub-headings: 1) findings of **the** teachers' questionnaire, 2) findings of the students' questionnaire, 3) findings / results of the pre-test.

1. **The findings of the teachers' questionnaire could be summarized as follows:**

- Regarding the status of vocabulary, in the English syllabus(es) used in Sudan Universities, the informants stated that it was not given the importance and concern it deserves. As a result, the position of the two vocabulary components (idiomatic expressions and multi-word verbs) in these syllabuses is marginal.
- The students are not familiar with the terms *idiomatic expressions* and *multi-word verbs* thus they could not define them.
- The learners are not aware of the importance and usefulness of these multi-word lexical elements.
- The students avoid using idiomatic expressions and multi-word verbs in their speech and writing.
- The teachers' answers bore out that the subjects of this study have the following problems / difficulties while dealing with IEX / MWV:

  - The use of the wrong particle and / or preposition with the verb : a collocation issue.
  - Not being able to understand the MWV which are at the same time IEX.
  - Generally, problems arising from the special nature of MWV: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on.

- The respondents' answers confirmed the importance of IEX / MWV in everyday English use and for the foreign learner.
- In respect of the obstacles facing the teaching of IEX / MWV, the teachers mentioned the following illustrations:

  - Less attention is paid to these multi-word lexical items in the English syllabus they are dealing with.
  - Scarcity / non-availability of the relevant materials on IEX / MWV.
  - The students' poor knowledge of the skills of guessing the meaning from context.
  - The learners' faulty perception of IEX / MWV.

, The respondents' responses revealed that their students can understand IEX / MWV if they are presented in meaningful contexts.

, The teachers claimed that their learners confused IEX with proverbs and colloquial English. They have definition / perception problems.

▪ Regarding the classroom methodology, the informants supported the teaching of IEX / MWV as new items and try to encourage learners to guess their meaning from situation and context.

• The teachers agreed with the statements mentioning the usefulness and importance of these multi-word lexical items.

• They recommended the suggested role of the learner as an active participant in the learning / teaching process.

• The majority of the respondents are for the introduction of 'a separate explicit course on IEX and MWV in the present English language syllabus(es) in Sudan Universities.

2. **Findings of the Students' Questionnaire:**

Summary and Conclusion of the Students' Profile(s): (Questions 1 - 15)

The purpose of this part of the students' questionnaire was to elicit information from the subjects of the study. The questions aimed at getting information about name, sex, age, religion, marital status, state(s) of domicile / birth place, nationality, parents' education and occupation, mother tongue, medium of instruction at school, other languages known, the current faculty (school), programme and the subject of study as well as the years of study of English before university.

The data obtained showed the following about the 100 subjects of the study:

• The range of the age of the students is between 22-25.

• The sample is gender - representative: 52% female / 48% male.

• All the students are muslim.

• Only 5% of the subjects are married. These five (students) are female: none of the male students got married.

• They are from the various and different States of Sudan.

- Their birth places are distributed over the country.
- All the students enrolled at the time of the study are Sudanese.
- Their parents received a reasonable education and the majority of them are from middle class.
- They are Arabic speaking students who did their schooling through the mother tongue with 6 years of English as a foreign language before joining the university level.
- Only a few number of them know French (5%) as another language (besides English and Arabic).
- They are pursuing *English* undergraduate courses (B.A. and Ed. / B.A.) at the Faculties of Education and Arts in Khartoun and ELneelian universities respectively.

Overall, the subjects of the present study are homogenous. They are representing the typical Sudanese University student of English as a foreign language.

Summary and Conclusion for the Second Part of the Students' Questionnaire (questions 16 - 27)

In the first 15 questions of the present questionnaire, we have provided the students' profile(s). The remaining questions addressed the following issues:

- The subjects' attitude towards MWV: preference of multi-word verbs or single-word ones.
- The students' ability (or lack of it) to substitute a MWV with a SWV.
- The difficulty / ease of understanding and substituting a MWV with a single word one.
- The students' ability to use and understand IEX and MWV in different and various settings.
- The learners' preference of using an English expression rather than others.
- The availability of IEX / MWV in the students' mother tongue and their translatability into English.
- The students' problems / difficulties in learning IEX / and MWV.

- The suitable classroom methodology, materials, motivation etc. for learning / teaching of IEX / MWV.
- The familiarity (or non-) of learners with some references / books, textbooks / workbooks etc.
- The students' feeling and attitude towards IEX and MWV while encountering and using them in speech and writing.
- The learners' views on the definition, perception and awareness of the importance IEX/MWV.
- The students' area(s) of interests.

Below are the findings of this part of the questionnaire:

- The general attitude of the majority of the subjects is for using single-word verbs rather than multi-word verbs.
- The statistics shows that the learners have problems in substituting a MWV with a SWV.
- 3/4 the subjects of this study admitted that they found difficulty in understanding and substituting multi-word verbal combinations with their single-word equivalents.
- A large number of the informants (75%), in this survey, confessed that they do not have the ability to understand and use these multi-word lexical items in speech and writing.
- 90% of the learners lacked the talent of seeing the fine lexical and stylistic differences between English expressions. They could not distinguish between the natural and potential (idiomatic) realization of the social act of greeting (when being introduced) for instance 'How do you do'.
- IEX are available in the students' mother tongue (Arabic) while MWV are not frequent.

  Thus they face(d) more problems / difficulties with MWV than IEX.
- The meaning / semantic problem(s) top(s) the list of the obstacles faced the students while dealing with IEX / MWV.

The grammatical problem(s) occupy the bottom of it.

In-between there reside the phonological, stylistic and definition problems / difficulties among others.

- The students thought that the best way to improve their knowledge and use of IEX / MWV is to be directly involved in the learning process: awareness, explicitness and active participation. They found it unuseful to just memorize IEX / MWV.
- The learners' replies revealed the scarcity of the materials (references / books, textbooks, workbooks etc) on IEX / MWV.
- 75% of the subjects said that they felt uncomfortable while meeting and using IEX / MWV in speech and writing.
- The Sudanese university students of English agreed that IEX / MWV are important and necessary for the mastery of English.
- The feed-back about the subjects' areas of interests enables us to design a course on IEX / MWV and develop the materials round either the sub-skill vocabulary courses and the skill of reading or fiction and drama areas.

3. Results / Findings of the Pre-test

In sum, the pre-test given to the subjects of this study is composed mainly of five sub-tests, which further divided (with the exception of Q.1 & 5.b) into four sections: Verbal, nominal, adjectival and adverbial combinations. The students' general performance varies from one elicitation technique (blank - filling, multiple-choice, sentence writing/ paraphrase ... etc.) to another and from one category (verbal, nominal... etc.) to another.

However, from the tabulation/presentation and the discussion followed, the testees' overall performance could be described briefly as follows:

Statistically, we have the summary below:

Total number of expected answers	=	18000
Total number of correct answers	=	6942(38.57%)
Total number of wrong answers	=	11058 (61.43%)

The statistics confirmed that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. In an objective test, as those conducted

in this research, the proportion of the correct answers to the wrong ones is expected to be 'high' but what obtained (38.57/61.43%) is low.

Linguistically, the problems / difficulties faced the learners centred around the following levels:

a. Grammatical
b. Lexico-Semantic
c. Stylistic

For **the grammatical level, the** examples below are **illustrative:**

- Not able to distinguish between transitive and intransitive MWV (which affects the grammar of the whole verbal construction / idiomatic expression.)
- Failure to differentiate prepositions (particles) from adverbs (particles) which has its influence on the position(s) of adverbs, nouns object, pronouns object etc.
- The place of adverbs in relation to MWV.
- The order and forms of the components of IEX: the arrangement of the individual words in a given expression (e.g. *give and take* not **take and give)* and the morphology of the constituents of the IEX: singular / plural (He's burnt his boats not his boat) and the choice of the correct conjunction: e.g. *heart and soul not heart or soul.*
- Transformation problems: not able to transform from active to passive and from verbal forms to nominalized ones.

Under **the lexico-semantic** category, we observe **the following:**

- Collocation problems: e.g. *carry on a conversation* not * *carry out a conversation.*
- Fixation or non-fixation of the items / elements within IEX: eg. replacing *ships* for *boats* in *He's burnt his boats.*
- The meaning and understanding (comprehension) problems / difficulties.

As for the stylistic level, we count in:

- The inability to use the appropriate MWV / IEX in the relevant context(s).
- Moreover, the failure to comprehend and paraphrase, for example, a highly idiomatic colloquial text into normal or ordinary one.

And finally, the logical analysis of the results provided in this pre-test attributed the subjects failure / non-mastery over these 2 lexical items to the internal factors as well as external factors. Among the former ones are reasons related to the target language (intralingual). These are due to the potential or inherent difficulty of IEX / MWV in the system of the English language. In the same source (i.e. the internal reasons), we might count the influence / interference of the subjects' L_1: (Arabic) e.g. the scarcity of MWV in Arabic as well as the relevant non-conformity between the IEX in Arabic and those in English: i.e., the non-availability of the exact counterparts or equivalents in the students' mother tongue and the target language.

As for the *external factors* which affect the performance of the subjects on IEX / MWV, the following general elements could be pointed out:

- Absence or inattention to these vocabulary units in the syllabus used in Sudan universities;
- Faulty teaching materials;
- Faulty teaching methods, strategies, techniques....;
- Dearth of references, text-books etc.,;
- Paucity of the academic environment;
- The general status of English language in Sudan and the ELT situation in particular;
- Unawareness of the students / teachers of the importance of IEX / MWV in English Language and everyday use.

Problems and Difficulties facing the Teaching / Learning of IEX / MWV in Sudan

After having grouped the findings obtained by the three data collection tools used at this stage (i.e. before the introduction of the ETC) of this study in the previous pages, we have presented, as in the section blew, the conclusions arrived at from these findings. This section mainly encompasses the following 2 categories:

1, General problems / difficulties: related to the general academic setting(s), the English language status and the ELT situation in Sudan.

2. Particular problems / difficulties: those closely and directly relevant to IEX / **MWV.**

General Problems / Difficulties

Any discussion of the problems / difficulties of teaching / learning of IEX / MWV of English in Sudan (or elsewhere) could not be made in isolation of the general educational scene in that country. Some of these external problems / difficulties are:

- The status of the English Language in Sudan.
- The general ELT scenario in Sudan
- The English Language syllabuses used in Sudan and the position of IEX / MWV in these syllabuses.
- The materials used
- Methodology
- Teachers' qualification / education and training
- The evaluation system.

In the previous part of this section, we have discussed briefly some of the general problems / difficulties which influence the teaching and learning of English in Sudan. These obstacles are presented and treated because they have their impact on the teaching and learning of the English language in general and thus their influence on the teaching / learning of any skill / sub-skill or any components. Since the above discussed factors are of general nature we have touched on them briefly.

Specific / Particular Problems / Difficulties

The other (intrinsic/internal) problems / difficulties are those which closely relevant to the teaching / learning of IEX / MWV. After getting the feedback from the teachers' / students' questionnaires as well as the pretest administered to the students, there was a summary of the particular problems / difficulties of teaching / learning of IEX & MWV of English in the context of Sudan. On the basis of the errors made by subjects in the PRT it can be concluded that either the students did not know the IEX / MWV semantic and grammatical rules (formation rules etc.,) or they were exposed to bad techniques / strategies of teaching / learning. Generally speaking, the specific linguistic problems / difficulties faced the Sudanese learners centred around the following levels:

a. Grammatical
b. Lexico-Semantic
c. Stylistic

Overall, chapter five has tried to answer the question 'What are the problems / difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?' Moreover, an attempt has been made to account for these problems / difficulties.

In chapter *six*, an attempt has been made to answer the question 'How to solve the problems and eliminate the difficulties of teaching / learning of idiomatic expressions and multi-word verbs of English in the context of Sudan?.' In doing so, we have tried to apply the means, approaches, principles, techniques, strategies etc., of teaching / learning vocabulary since these two components (IEX & MWV) are mainly vocabulary area(s). A considerable emphasis and concern were given to the guessing-from-context strategy (contextualization) within the framework of the mentalistic and cognitive approach to language teaching / learning (awareness, explicitness, learners' active involvement in the teaching / learning processes...etc).

The present chapter starts with an introduction then follows section 2 which is a brief recall of the problems / difficulties facing the teaching learning of idiomatic expressions and multi-word verbs of English in the context of Sudan. This recapitulation

provides the findings and conclusions arrived at, in Chapter 5 of this study, through using the teachers' questionnaire, the students' questionnaire, the pre-test as well as the general survey of the English Language status, the ELT situation, and the examination of the English Language syllabuses used at the university level in Sudan. These problems / difficulties were grouped into two main categories. The first category is the external problems / difficulties which are general obstacles that influence indirectly the teaching / learning of IEX / MWV. Some of these extrinsic problems / difficulties are: the status of the English language, the ELT situation and the university English Language syllabuses in Sudan. In the same category, there are also the materials, methodology, teachers' qualification and training, the evaluation system and the general academic environment. The second is the internal problems / difficulties of teaching / learning of IEX / MWV: these are obstacles which are inherent in the target language (English) or as the result of L_1 (Arabic) interference.

In section 3, we have tried to put the teaching / learning of idiomatic expressions and multi-word verbs in perspective mentioning that the teaching / learning of these multi-word lexical items is part of the teaching / learning of vocabulary and the latter is an important area of language teaching / learning. In the same section, we have discussed some of the vocabulary learning strategies and teaching techniques with special emphasis and close reference to the strategy of guessing from context. This sub-section is followed by presentation and discussion of some of the principles, approaches etc., of teaching / learning of IEX/ MWV.

In section 4, we have discussed in some detail the teaching and learning of vocabulary in context - a recurrent issue in our study - indicating its usefulness and validity in improving the learners' knowledge and use of vocabulary, in particular, and the general skills of reading. The section concludes with 'how to train the learners in the strategy of guessing from context'.

Section 5 concerns with the teaching and learning of IEX / MWV in context. It provides the relevant techniques and strategies for dealing with this special area of vocabulary: multi-word lexical items. It takes up the following aspects: pronunciation and spelling, grammar, collocation and meaning.

Section 6 devoted to the explicitly taught course on IEX / MWV given to the subjects of the present study. This section includes the following headings: the rationale and the objectives, the sources and contents of the ETC; the evaluation of the suggested materials for the course and the implementation of the ETC considering the actual steps, classroom procedures and techniques used.

Section 7 deals with the students' performance after the introduction / inclusion of the ETC on IEX / MWV. It provides a detailed description of the construction / development etc., of the test, the results and findings of the post-test given to the learners to assess their performance in these multi-word lexical items. In this section, we have echoed, for the sake of comparison, the subjects' performance in the PRT. It has been shown statistically as below:

Total number of possible answers = 18000

Total number of correct answers and percentage = 6942(38.57%)

Total number of wrong answers and percentage = 11058 (61.43%)

These statistics present the evidence that the learners have some problems / difficulties while dealing with idiomatic expressions and multi-word verbs. A general typology of these obstacles includes the following:

- Semantic (meaning, collocation),
- Grammatical (syntactic, morphological),
- Stylistic and
- Orthographical problems / difficulties

From the subjects' performance, we could infer also that multi-word verbs pose *more* problems / difficulties than idiomatic expressions. This could be seen clearly when we broke down the general results of the test under the 4 general categories: verbal, nominal, adjectival and adverbial combinations. The reasons of the students' poor performance in the verbal combinations might be attributed to the absence or the scarcity of the MWV in the students' L_1 (Arabic) as well as the inherent problems / difficulties of that area in the target language (English).

In the post-test the subjects performed as indicated below:

Total number of possible answers = 18000

Total number of correct answers and percentage = 17025 (94.58%)

Total number of wrong answers and percentage = 975(05.42%)

Comparing these numbers and percentages to those of the pre-test, we found that the learners' performance improved to a considerable extent. This can lead us to conclude that the students succeeded in dealing with IEX / MWV after the introduction of the ETC on these multi-word items. They committed less errors and produced / got more correct answers in the POT than in the PRT.

In sum, the Sudanese learners of English at the tertiary level made considerable improvement and progress in the knowledge and use of IEX and MWV after taking the explicit taught course as the results of the POT have shown. This success could be attributed to the approach, the materials, the techniques and the strategies used in implementing the course especially the guessing-from-context strategy on which the subjects received intensive training. The approach followed in this course is the mentalistic / cognitive approach to the language teaching / learning which allows for learners' awareness, active involvement, explicitness and conceptualization. Overall, the ETC starts the students' understanding and using these multi-word lexical items successfully, helping them to solve the problems and eliminate the difficulties they face while dealing with these two vocabulary components.

After having summarized the previous six chapters of this study, the remaining of this chapter will be devoted to offer some suggestions and recommendations.

Suggestions and Recommendations

In this part of chapter 7, we present our suggestions and recommendations. This will be done under the following headings: syllabuses, materials, methodology, teachers' role and students' role, awareness, attitude etc. as well as suggestions for further research.

- **Syllabuses**

The present study has revealed that the existing English languages syllabuses used in Sudan do not cater for IEX / MWV. Question 17 of the teachers' questionnaire asks them whether they recommend that there should be a separate course on IEX / MWV of English in the university syllabus (or not)? Their responses showed that there is necessity for the introduction / inclusion of a course on these multi-word lexical items for the Sudanese students at the university level. This course will help the learners (as well as their teachers) to deal successfully with IEX / MWV of English and that these two vocabulary components will become as a whole a more manageable part of the vocabulary of English.

- **Materials**

Learners should be armed with the basic books, textbooks, workbooks and references on IEX / MWV putting at least one textbook / workbook for 3-4 students at their disposal. The list below includes some materials which are recommended for use by the Sudanese learners since they proved invaluable and seem suitable in dealing with these multi-word lexical items.

- Practice with Idioms (Feare 1980)
- A Practical English Grammar: especially Chapter 38
- A Practical English Grammar: Exercises Book 2
- Oxford Dictionary of English Idioms
- Oxford Dictionary of Phrasal Verbs
- Collins COBUILD Dictionary of Idioms
- Collins COBUILD Idioms Workbook
- Collins COBUILD Dictionary of Phrasal Verbs
- Collins COBUILD Phrasal Verbs Workbook
- Cambridge International Dictionary of Idioms
- Cambridge International Dictionary of Phrasal Verbs.

Note that some books on IEX / MWV often have or contain expressions which are slangy, rare or out of date, and which students should avoid unless they understand exactly how and when the expressions are used. It might also be useful to remind the reader that to be of any use to the foreign student a book about IEX / MWV has to do something more than tabulate an arbitrary selection of these multi-word lexical items based on the compilers' own tastes and interests.

- **Methodology**

a) Learning strategies

Training the students in the guessing-from-context strategy with special reference to IEX/MWV for it leads towards the macro-goals of developing vocabulary, reading skills and language in general. In our treatment of the semantic aspect of IEX / MWV (see Chapter 4 of the present study) we have said that the meaning(s) of these multi-word lexical items are not totally arbitrary. Therefore, their meanings should not be tackled as arbitrary in language teaching / learning. This leads us to reconsider and emphasize the following points.

- Learners can be encouraged to first try to decode IEX / MWV independently (in isolation) context-independent and in context—context–dependent, i.e., as a problem - solving task requiring a deeper level of cognitive processing before resorting to the teacher or the dictionary for corroboration or falsification.

(Lennon 1998)

A deep level of cognitive processing is known to be beneficial for long-term memory storage (ELLIS 1994). Moreover, in normal learning conditions and real life situations, IEX / MWV are encountered in context which facilitates comprehension considerably. (Cooper, 1999).

- It is important for learners to make special and conscious effort to learn and use IEX-/ MWV. They could learn the most common IEX / MWV through an explicit taught course (or along with the rest of their English courses).

b) Teaching techniques

The impact of this research invites the language teacher in Sudan universities to give an extra attention and concern to these two vocabulary components in the teaching / learning of English. The findings and conclusions suggest that an approach to teaching IEX / MWV will benefit from teachers' awareness of the different techniques, principles of teaching, learning and assessing of vocabulary, within the framework of the mentalistic approach to language teaching learning (explicitness, conceptualization), to be applied for teaching, learning and assessing of these multi-word lexical units. In this respect, the teaching / learning of vocabulary in context will be an efficient framework. Moreover, the following practical and specific guidelines for the teachers could be articulated.

What advice can we offer to a teacher whose learners encounter (an) unfamiliar IEX / MWV in a text? We propose a strategy involving the following stages to anticipate and remedy comprehension / meaning problems: this could serve as a checklist.

i) If the IEX / MWV reflects a lexical item that seems absent from the learners' language / culture, then inform (or remind) about the absence in the target language / culture.

ii) If the IEX / MWV risks being mistaken for the equivalent of a resembling expression in L_1, then alert the learner to this risk.

iii) Encourage the learner to tackle the semantics (meaning) of the IEX / MWV as a problem-solving task. If the IEX / MWV has a low level of imageability (transparency), then invite the learner to resort primarily to contextual clues to infer its meaning, and then test the hypothesis against the lexical constituents of the IEX / MWV. If the IEX / MWV has a high level of imageability, then encourage the learner to first infer its meaning from its lexical constituents, and then test the hypothesis against the context. The hypothesizing can be done individually but is probably more fruitful if the problem-solving task is tackled as a joint effort - class activity.

iv) Corroborate or falsify the learners' hypotheses. If learners are on the right track, then offer further guidance towards the full interpretation. If they stay in the dark, then clarify the meaning of the IEX / MWV.

v) Once the meaning of the lexical item is established, invite the learners to 'motivate' it (i.e., try to apply it to other contexts).

vi) Raise the learners' awareness of the other similar IEX / MWV.

In sum, the classroom methodology should ensure:

a) Greater role for the students by providing them with opportunities to participate actively in the teaching / learning of IEX / MWV such as training them in the guessing-from-context strategy.

b) Interesting and suitable teaching techniques like role play, problem-solving activities and discussion which enhance the students' knowledge and use of these two vocabulary components.

- Teachers' role, training etc.
  - Teachers have a crucial role to play in the teaching / learning of IEX / MWV for the complex and difficult nature of these 2 multi-word lexical units. Therefore, it is important that they should be aware of the essence and importance of these multi-word lexical items. They should be more explicit about the definition(s), concepts etc., of IEX / MWV and, hence, their teaching / learning. By doing this, we bring the teachers to a different way of thinking about these 2 vocabulary components. For instance, IEX are not only vivid and picturesque expressions such as *rain cats and dogs, kick the bucket, to be or not to be* etc., but they are also frequent collocations and natural expressions such as *for good, day student, sooner or later, as a matter of fact* etc.
  - Teachers should also know that time spent in teaching and learning of IEX / MWV is time well spent, for they are central elements in the language — in the natural / idiomatic usage of the language.
  - Since the proposed approach in this study is based on the learners' active involvement and participation, as a problem solver, the teacher should assume the role of advisor, facilitator, organizer and creator of learning opportunities.

- **Students' role, awareness, attitude etc.:**

Generally speaking, the students' role in the teaching / learning processes should be more essential and important. In respect of IEX / MWV, there should be an active involvement and participation. On the basis of the mentalistic view of language teaching / learning, the students should be aware of the grammatical rules (grammar in its widest sense) which govern the knowledge and use of these multi-word lexical items and the associated concepts, definitions, terms etc., (explicitness / conceptualization). This consciousness-raising will be beneficial for sustained development in learning through concept formation, figuring out of rules and, hence, ability in problem - solving tasks.

The learners' attitudes, views / beliefs etc., towards the knowledge and use of IEX / MWV should be changed by showing / indicating their importance and usefulness. For example, there is a belief that the foreign student should be satisfied when he can express himself *fluently* and grammatically, and that there is no need for him to waste time on language items such as IEX / MWV. This belief rests partly on a misunderstanding of the nature of these multi-word lexical items and partly on the mistaken idea that idiomatic language is not exportable and that the effort of learning it is not commensurate with the results achieved. It also assumes that foreign students of English are not interested in these multi-word lexical units. The facts are quite different. Sooner or later students become aware that, for instance, to understand the informal conversation that native speakers of English use they need something more than a simple knowledge of the grammar and syntax of English. The idiomatic language interests them vastly, but they lack the confidence in using it, especially when they observe that the native speaker employs a type of simple expression *(put up with,* for example, consists of the simple words *put, up* and *with)* they are apparently familiar with (in form and the individual words).

A well known reaction to the learners' failure in the knowledge and use of IEX / MWV is to pore over encyclopedias of idioms and dictionaries of phrasal verbs and to commit to memory as many 'picturesque' idioms and lists of verbal combinations as possible which they introduce as often as possible into their speech and writing. Some of these IEX / MWV might be out of place in the context of their own experience and the particular situation. Therefore, the students should be alert and cautious about the suitable and adequate response to their non-mastery over these multi-word lexical units.

- **Suggestions for further research**

There is a necessity for compiling a basic list for idiomatic expressions and multi-word verbs of English to serve as a basis for teaching / learning these multi-word lexical items in general, by drawing on it in designing course(s) and developing materials. The advantage of bringing together a number of these associated words (multi-word lexical units) in one place (list) is that:

1. Syllabuses designers, materials developers etc., could make this list as the basis to draw from the suitable teaching / learning materials for the foreign learners.

2. Learners are made aware of several items at the same time. As a result the learning process can be greatly speeded up.

Therefore, the following question could be raised: How to compile IEX / MWV list containing the frequently used and important multi-word lexical items?

In addition to the above suggested topic, we propose that a further research could be carried out in respect of the *other* types of multi-word lexical items, if any (since this study has dealt only with idiomatic expressions and multi-word verbs).

What are they?
How to teach and learn them?
Do they pose any problems / difficulties (in general / for the Sudanese Learners)?

Overall, the study revealed that the teaching/learning of idiomatic expressions and multi-word verbs of English in the context Sudan faced various and different problems and difficulties which are as result of several external and internal factors such as the inherent / potential difficulty and complexity of these multi-word lexical items in the system of the

target language (English) as well as those related to the students' mother tongue (Arabic) and the general situation of English and ELT in Sudan. The possible means for solving these problems and eliminating these difficulties might reside in introducing an explicitly taught course on IEX /MWV working within the framework of the mentalistic / cognitive view of language teaching / learning among other suggested ways to improve the situation. The evidence of the effectiveness of the course is the significant difference between the subjects' performance in the pre-test and the post-test. In the PRT the total number and percentage(s) of correct-wrong answers are as follows: 6942 (38.57%) / 11058 (61.43%) respectively while for the POT they are : 17025 (94.58%) / 975 (5.42%).

Finally, I haven't actually proved very much in this research, but at least we now have a much clear picture as to what issues have to be addressed and which questions to be asked so as to propose measures to improve the situation of teaching/learning of IEX / MWV of English in the context of Sudan.

However, I hope this study could fill a gap in the teaching and learning of idiomatic expressions and multi-word verbs (and English language in general) in the context of Sudan. The researcher also hopes that the exploitation of this study in the context of Sudan can be extended to the many parallel cases in the Central and East Africa and the Arab world since idiomatic expressions and multi-word verbs seems to be one of the promising areas for further study in different and various settings.

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APPENDIX 1.a

UNIVERSITY OF KHARTOUM

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

SYLLABUS

1. **Preliminary Year**

a. First Semester

English 101: General English	6 weekly hours

b. Second Semester

English 102: General English	6 weekly hours

2. Second Year

a. First Semester

English 201: English in Context	3 weekly hours
English 203: Introduction to Literary Appreciation	3 weekly hours

b. Second Semester

English 202: Advanced Composition	3 weekly hours
English 204: Introduction to Drama	3 weekly hours

3. **Third Year**

a. First Semester

English 301: The phonology of English I	3 weekly hours
English 303: Syntactic Analysis I	3 weekly hours
English 305: Romantic and Victorian Literature	4 weekly hours

b. Second Semester

English 302: Shakespeare	3 weekly hours
English 304: 19th Century American Literature	3 weekly hours
English 306: Varieties of English & Levels of Usage	3 weekly hours

4. **Fourth Year**

a. First Semester

English 401: African Literature	3 weekly hours
English 403: Twentieth Century British Literature	3 weekly hours
English 407: TEFL	4 weekly hours

b. Second Semester:

English 402: the Phonology of English II	3 weekly hours
English 404: Syntactic Analysis II	3 weekly hours
English: Twentieth Century American Literature	3 weekly hours
English 408: Translation	3 weekly hours

5. **Fifth Year**

a. First Semester

English 501: Dissertation on Language	5 weekly hours
English 503: Dissertation on Literature	5 weekly hours
English — : Research Methods	3 weekly hours
English 505: Modern Theories of Syntax I	5 weekly hours
English 507: History of Literary Criticism	5 weekly hours
English 509: Contrastive and Error Analysis	5 weekly hours
English 511: Modernism	5 weekly hours.

b. Second Semester

English 502: Semantics of English	5 weekly hours
English 504: Special Author, Period or Genre	3 weekly hours
English 506: Modern Theories of Syntax II	5 weekly hours
English 508: 17th Century Literature 1600-1680	5 weekly hours
English 510: Special Topic in Language	5 weekly hours
English 512: Eighteenth Century Literature	5 weekly hours.

APPENDIX 1.b

UNIVERSITY OF KHARTOUM

FACULTY OF EDUCATION

DEPTMENT OF ENGLISH

SYLLABUS

Sl. No.	Symbols	Name of Syllabus	Credit Hours	Previous Requirements	Major
1	E1012	E.L.S.English Language Skills	2	-	Compulsory
2	E1022	E.L.S.English Language Skills	2	-	Compulsory
3	E1032	E.L.S.English Language Skills	2	-	Compulsory
4	E1042	E.L.S.English Language Skills	2	-	Compulsory
5	E2012	Comprehension, Summary and Analysis	2	E1012	Compulsory
6	E2023	Analysis of Modern English	3	E1042	Compulsory
7	E2033	English Traditional Grammar	3	E2012	Compulsory
8	E2043	Topics for Debate	3	-	Compulsory
9	E2053	Phonetics (1)	3	-	Compulsory
10	E2063	Introduction to Linguistics	3	E2033	Compulsory
11	E2073	Introduction to Literature	3	-	Compulsory
12	E2083	19th Century Novel	3	E2073	Compulsory
13	E3053	20th Century Drama	3	-	Compulsory
14	E3092	The Teaching of English I	2	-	Compulsory
15	E3102	The Teaching of English II	2	-	Compulsory
16	E4123	Research Methods	3	-	Compulsory

17	E3013	African Literature	3	E2073	Compulsory
18	E3023	Style and Usage	3	-	Compulsory
19	E3033	Sudanese Short Stories	3	-	Compulsory
20	E3043	Contrastive Linguistics	3	-	Compulsory
21	E3063	American Literature	3	-	Compulsory
22	E3073	Advanced Linguistics	3	-	Compulsory
23	E3083	Special Study of a Particular Author	3	-	Compulsory
24	E4013	A Special Topic in Linguistics	3	E3073	Compulsory
25	E4033	Transformational Grammar	3	E3063	Compulsory
26	E4023	History of English	3	-	Compulsory
27	E4043	Applied Linguistics	3	-	Compulsory
28	E4053	Contrastive Linguistics and Error Analysis	3	E3043	Compulsory
29	E4063	Stylistics	3	E3073	Compulsory
30	E4073	Victorian Novel	3	-	Compulsory
31	E4083	Phonetics (2)	3	E2053	Compulsory
32	E4093	Elizabethan & Jacobean Drama	3	-	Compulsory
33	E4103	Modern European Master	3	.	Compulsory
34	E4113	Classical & Greek Drama	3	.	Compulsory

APPENDIX 1.C

ELNEELAIN UNIVERSITY

FACULTY OF ARTS

ENGLISH LANGUAGE DEPARTMENT

SYLLABUS

2nd Year:

1. Basic Grammar (4 hours)

   Examination Paper (2 hrs) : 70%

   Class-work : 30%

   Features of the English sentence, (Types of sentence, phrase structure, negative interrogative, passivization, ambiguity, gender, number, word clases, relativization, conjunctions).

2. Introduction to the 'Phonology' of English (3 hrs)

   Examination Paper (2 hrs) : 70%

   Class-work : 30%

   Sound discrimination, organs of speech, structure of English consonants, vowels and diphthongs, syllable structure, rhythm, intonation, stress and transcription.

3. Reading Strategies (3 hrs)

   Examination Paper (2 hrs) : 70%

   Class-work : 30%

   Selected Reading texts of various length and content for comprehension, basic reading techniques, inference and generating discussion.

4. Writing Practice (3 hours)

   Examination Paper (2 hrs) : 70%

   Class-work - : 30%

   Elements of simple writing: Punctuation, word classes (or parts of speech), the sentence, the question, linking ideas, planning and drafting, paragraphs; writing competently at the level of composition, summary and essay writing.

5. Communication Skills (2 hours)

Examination Paper (2 hrs) : 70%

Class-work : 30%

Building communicative abilities allowing the students to understand both spoken and written language of everyday's use, besides raising questions / comments on given texts in the spoken and / a written mode.

6. Study Skills (2 hrs)

Examination Paper (1 hr) : 70%

Class-work : 30%

Statistical representation (including: interpretation of tables, charts, graphs, diagrams 'various'), using the Dictionary, using the Library, extracting main ideas from a given text.

7. Literature in English (4 hrs)

Examination Paper (3 hrs) : 70%

Class-work : 30%

A) First Semester :1) Introduction to literature 'Poetry and Fiction', 2) Proposed Texts; Short selected stories (British and others) and sonnets and poems.

B) Second Semester: 1) Introduction Drama, 2) Proposed Text; Oedipus the King.

3rd Year:

1. Language Analysis (4 hours)

Examination Paper (2 hrs) : 70%

Class-work : 30%

A detailed analysis of phrase structure, clause structure, nominalisation, adjuncts, adverbials, embedding, verbal groups, voice/tense, auxiliaries, modals and modes.

2. Lexical Studies (3 hrs)

Examination Paper (2 hrs) : 70%

Class-work : 30%

Semantics of the English Language, Synonyms, antonyms, super and sub-orders, collocations, paraphrasing, embedding and clause.

3. Reading Strategies (3 hrs)

Examination Paper (2 hrs) : 70%

Class work : 30%

Organization of texts, inference, prediction, sequence of informating, topic, repetitions.

4. Writing Techniques (3 hrs)

Examination Paper (1.5 hrs) : 70%

Class-work : 30%

Writing as an artifact, writing as a thinking process, length of sentences, paragraphing (set, planned and organised), Essay writing, Functional writing 'various' Technical, academic, expository writing.

5. Intensive Practice of Listening (2 hrs)

Examination Paper (2 hrs): 70%

Class-work : 30%

Intensifying the students' ability to follow variety of spoken language: the news, meetings, formal and informal language, programmes, listening to lectures, radio, T.V. and Video Programmes.

6. English in Context (3 hrs)

Examination Paper (2 hrs) : 70%

Class-work : 30%

This course is an introduction to the concept of contextualisation in meanings, sounds, syntax and prosody.

7. Study Skills (2 hrs)

Examination Paper (2 hrs) : 70%

Class-work : 30%

a) Further practice on interpretation of graphs, tables, diagrams, charts etc. b) Further practice on using the library (Bibliography, citations, quotations, index), and c) using the dictionary, d) note-taking and e) an introduction to Research Methods.

8) Literature in English

First Semester

1. Introduction to African Literature, Themes and Techniques.
2. Proposed Texts: a) Chinua Achebe; Things Fall Apart and b) Nguigwa Thiogo; The River Between

Second Semester

1. An introduction to British Literature (the Victorian Novel).
2. Proposed Texts: Either; Jane Auston - Pride and Prejudice or Charles Dickens - Great Expectations or else; Emily Brontee - Wuthering Heights.

4th Year:

1. Language Study (3 hrs)

Examination Paper: (1.5 hrs) : 70%

Class-work : 30%

Diachronic and Synchronic Study of Language, Behaviourism, Mentalism, Semiotics, Introduction to Psycho— and Socio-linguistics, the Natural Approach.

2. Traditional / Modern Grammar (3 hrs)

Examination Paper (2 hrs) : 70%

Class-work : 30%

A Study of traditional schools of Grammar in relation to modern ones and the Grammar in the classroom.

3. Text and Discourse Analysis (3 hrs)

Examination Paper (1.5 hrs) : 70%

Class-work : 30%

Analysis of Discourse, rhetorical features 'Pragmatics', cohesion, omission, developing arguments and linguistic features of a text, spoken vs. written language.

4. Conversation Analysis (3 hrs)

Examination Paper (1.5 hrs) : 70%

Class-work : 30%

Analysis of varieties of conversations of different accents, settings and topics, Features of conversational analysis.

5. The Phonology of English (3 hrs)

Examination Paper (2 hrs) : 70%

Class-work : 30%

R.P. Local dialects, British / American English, Strong / weak forms, vowels, diphthongs, rhysthm and rhyme.

6. Teaching English as a Foreign Language (TEFL) : (3 hrs).

Examination Paper (2 hrs) : 70%

Class-work : 30%

An introduction to theories of teaching and learning: motivation, designing syllabus, evaluation etc.

7. Literature in English (4 hrs).

Examination Paper (2 hrs) : 70%

Class-work : 30%

First Semester

1. Introduction to the 17th and 18th Century Poetry,
2. Proposed Texts: Selected poems for each period from representative poets of the age.

Second Semester

1. Introduction to the 20th century British Literature,
2. Proposed Texts: Either: D.H.Lawrence-Sons and Lovers; or; E.M. Forester - Passage to India.
8. Research Methods (2 hrs)

   A dissertation of 5,000 - 10,000 words.

   An explanation and practice of research methods, topic, sources, information, data collection and analysis, bibliographies, indices, appendices etc.

APPENDIX 1.d

OMDURMAN ISLAMIC UNIVERSITY

FACULTY OF ARTS

DEPARTMENT OF ENLGISH

ENGLISH SYLLABUS

First Year

1. Reading Comprehension and Vocabulary in Context (4 hrs/week)
2. Writing, Summary and Grammar (4 hrs/week)
3. Introduction to Old English Literature (2 hrs/week)
4. Introduction to Novel and short Story (2 hrs/week)
5. Introduction to Drama (2 hrs/week)
6. Phonetics (2 hrs/week)

Second Year

1. Comprehension, Summary, Analysis and Traditional Grammar (4 hrs/week)
2. Advanced Composition (2 hrs/week)
3. Introduction to Linguistics (2 hrs/week)
4. Introduction to Phonology (2 hrs/week)
5. Introduction to 19^{th} Century Novel (2 hrs/week)
6. Introduction to 19^{th} Century Drama (2 hrs/week)
7. Introduction to 19^{th} Century Poetry (2 hrs/week)
8. Islamic Culture (2 hrs/week)
9. Translation (2 hrs/week)
10. Topics for Debates (2 hrs/week)

Third Year

1. Style and Usage
2. Syntactic Analysis
3. The Phonology of English
4. Advanced Linguistics
5. Romantic an Victorian Literature

6. Nineteenth Century American Literature
7. Shakespeare
8. Islamic Culture
9. Literary Criticism
10. Translation

NB: All courses are 2 hour courses / week.

Fourth Year

1. Syntactic Analysis
2. The Phonology of English
3. Linguistics
4. History of English Language
5. African Literature
6. Twentieth Century American Literature
7. Twentieth Century British Literature
8. Research Methods
9. Teaching and Learning of English
10. Comparative Literature
11. Translation

NB: All courses are 2 hour courses / week.

Fifth **Year**

1. English Language Teaching
2. Advanced Linguistics
3. Language and Society
4. Modern Literature
5. Research Methods
6. Advanced Arabic
7. Islamic Studies

APPENDIX 1.e

ISLAMIC UNIVERSITY OF OMDURMAN

FACULTY OF EDUCATION

ENGLISH DEPARTMENT

ENGLISH LANGUAGE CURRICULUM

Year	Semester	Course No.	Course Title
First	One	E1012	Listening and Speaking
		E1042	Study Skills
		E1052	Language Proficiency
	Two	E1022	Reading (1)
		E1032	Creative Writing (1)
Second	One	E2052	Reading (2)
		E2042	Creative Writing (2)
		E2022	Introduction to Literature
	Two	E2012	Phonetics (1)
		E2032	Introduction to Linguistics
Third	One	E3052	Phonetics (2)
		E3022	Debating Forum
		E3032	Language Awareness
	Two	E3012	Modern & Contemporary Fiction
		E3042	Modern Grammar
		E3062	English Language Teaching ELT
Fourth	One	E4012	Modern & Contemporary Drama and Poetry
		E4022	Styles and Usage
		E4032	Research Methods in English: Theory and Practice
	Two	E4042	Literary Writing Projects
		E4052	Literary Criticism

APPENDIX 1.f

SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH

COURSE SYLLABUS AND STRUCTURE

Code	Course Title	Credit Hrs./Week
	First Year	
	First Semester	
E101	Listening Skills	2 hrs.
E102	Speaking Skills	2 hrs.
E103	Writing skills	2 hrs.
E104	Reading skills	2 hrs.
E105	Introduction to Phonetics	3 hrs.
E106	Communicative Grammar I	3 hrs.
E107	General theory of English Literature	3 hrs.
	Second Semester	
E108	Study Skills	3 hrs.
E109	Practical Phonetics	3 hrs.
E110	Communicative Grammar II	3 hrs.
E111	Introduction to Fiction	3 hrs.
E112	Introduction to Drama	3 hrs.
E113	Introduction to Poetry	3 hrs.

Second Year		
First Semester		
E201	Varieties of English	3 hrs.
E202	General Linguistics	3 hrs.
E203	Novel and short stories	3 hrs.
E204	English Proficiency	3 hrs.
E205	Poetry:Selected Texts	3 hrs.
E206	Grammatical Analysis of English 1	3 hrs.
Second Semester		
E207	Feminist Writers in Context	3 hrs.
E208	Aspects of the Novel	3 hrs.
E209	English Phonology	3 hrs.
E210	Summary and Composition	3 hrs.
E211	Drama and theatre	3 hrs.
E212	Grammatical analysis of English	3 hrs.
Third Year		
First Semester		
E301	African Literature	3 hrs.
E302	20th Century American Literature	3 hrs.
E303	19th Century English Literature	3 hrs.
E304	Semantics	3 hrs.
E305	E.L.T	3 hrs.
E306	Presentation	3 hrs.
Second Semester		
E307	Principles and Methods of ELT	3 hrs.
E308	Literature in Education	3 hrs.
E309-	Arabic Literature	3 hrs.
E210	Teaching practice	3 hrs.

Fourth Year		
First Semester		
E401	SocioLinguistics	3 hrs.
E402	Essay Writing	3 hrs.
E403	Lexical Studies	3 hrs.
E404	Shakespearian Drama	3 hrs.
E405	Modern Fiction	3 hrs.
E406	Contemporary Drama	3 hrs.
Second Semester		
E407	Modern Poetry	3 hrs.
E408	Elizabethan and Jacobean Drama	3 hrs.
E409	Landmarks in English Literature	3 hrs.
E410	Syntax	3 hrs.
E411	Translation	3 hrs.
E412	Psycholinguistics (Elective)	3 hrs.

APPENDIX 1.g

UNIVERSITY OF GEDARIF

FACULTY OF EDUCATION

ENGLISH DEPARTMENT SYLLABUS

First Year	
E1012	Listening and Speaking
E1022	Reading
E1032	English Proficiency 1: Writing
E1042	English Proficiency II : Reading & Writing
Second Year	
E2012	Comprehension, Summary and Analysis
E2073	Introduction to Literature
E2033	Practical Phonetics
E2043	Topics for Debate (Optional)
E2073	Developing Writing Skills (Optional)
E2023	Elizabethan and Jacobean Drama
E2063	Introduction to Linguistics
E2061	Language through Literature (New)
Third Year	
E3022	The Teaching of English
E2083	17th Century Novel (Optional)
E2103	African Literature (Optional)
E3043	Contrastive Linguistics
E-	Elizabethan and Jacobean Drama II (New)
E3073	American Literature (Optional)
E3023	Transformational Grammar (Optional)
E3012	English Teaching Methodology
E3043	20th Century Drama (Optional)
E3063	20th Century Master Poets (Optional)
E3013	Principles and Practice of ELT 1
E3083	A History of English Language
Fourth Year	
E4123	Research Methods 1
E4103	Teaching Practice
E4023	Principles and Practice of ELT II
E4043	Stylistics (Optional)
E3033	Advanced Linguistics
E4123	A Special Study of a Particular Author Research
E-	Research Methods II (new)

Appendix 2.a

Oxford Dictionary of Phrasal Verbs Treatment of Grammatical Behaviour of Multi-Word Verbs of English

(CATEGORY 1)

[vp] intransitive pattern with a particle

No.	Subject	Verb phrase	Particle	(adverb phrase etc)
		Verb		
1.	A gang of thieves	**broke**	**in**	last night.
2.	A squadron of jet fighters	**flew**	**past.**	
3.	Anthony Sher	**makes**	**up**	for the part of Richard III.
4.	Students	are **sitting**	**in**	at the university.
5.	The astronauts	**splashed**	**down**	perfectly at 3pm local time.
6.	The pilot	**took**	**off**	smoothly.
7.	Parker	**throws**	**in**	near the half-way line.
8.	The runners	**are warming**	**up**	quickly before the race.
9.	Building workers	**walked**	**out**	during the morning.
10.	The snow	**came**	**down**	thick and fast.
11.	The water	**went**	**off**	for a couple of hours.
12.	The sun	**went**	**in.**	
13.	The prices	**came**	**down.**	
14.	He was	**waiting**	**about**	here for a whole hour.

Notes

a. There is a relationship of intransitive to transitive between this pattern & [Vn , p] , [Vn.p] and [vp.n], as is shown by the many correspondences between individual items:

[Vp] Parker **throws in** near the half-way line.

[vn.p] Parker **throws the ball in** near the half-way line.

b. An adverb is not normally inserted between the verb and particle, especially when the combination is idiomatic. But note:

12. The sun **went** right **in.**

13. The prices **came** right down (when people started buying elsewhere).

[Vp **nom**] **nominalized form** of **verb + particle**

No.	Subject	Do/make	Object	(adv phrase etc)
1.	A gang of thieves	Did	a **break-in**	last night.
2.	A squadron of jet fighters	did/staged	a **flypast**	
3.	Anthony Sher	does	his **make-up**	for the part of richard iii.
4.	Students	are staging	a **sit-in**	at the university.
5.	The astronauts	made	a perfect **splashdown**	at 3pm local time.
6.	The pilot	made	a smooth **take-off**	
7.	Parker	takes	a **throw-in**	near the half-ways line.
8.	The runners	are having	a quick **warm-up**	before the race.
9.	Building workers	staged	a **walk-out**	during the morning.

Notes

a. Various 'nominalized' forms are derived from verbs with particles used in the [Vp] basic pattern. The form referred to as [Vp nom] in the code consists of the base form of the verb plus the particle, which in writing may be hyphenated, thus: **break-in, make-up, sit-in, take-off,** or fully linked, thus: **flypast, splashdown.** The nouns are pronounced with principal stress on the verbal element:

'break-in, 'make-up, 'flypast, 'splashdown

b. Nominalized forms often function in sentence types which stand in a paraphrase relationship to the basic [Vp] pattern. In the type shown in the above table, the nom form occurs as Direct Object, while the verb is one of a small set which includes 'do', 'make', and 'take'.

c. The nominalized form also functions as the complement of the verb 'to be' in a sentence introduced by 'there':

1. There was a **break-in** last night.
2. There was a **flypast** (by jet fighters).
4. There is a **sit-in** (by students) at the university.
7. There is a **thrown-in** (by Parker) near the half-way line.

9. There was a **walk-out** (by building workers) during the morning.

d. This transformation is normally confined to idiomatic combinations (i.e. phrasal verbs), though not all of those allow it.

[Vp **emph**] **emphatic trsnform**

No.	Particle	verb phrase	subject	(adv phrase etc)
10	**Down**	**came**	the snow	thick and fast.
11	**Off**	**went**	the water.	
12	**In**	**went**	the sun.	
13	**Down**	**came**	the prices.	

Notes

a. In this transform, the particle precedes the verb (or verb phrase) and the subject follows. Compare:

[Vp] The prices **came down.**

[Vp emph] **Down came** the prices.

In this transform the particle may be stressed; stress combined with initial position gives the particle special prominence.

b. In some sentences in which the subject is a noun phrase, it may precede the verb:

13 **Down** the prices **came.**

c. When the subject of the 'emphatic' sentence is a *pronoun,* however, it *must* precede the verb:

13 **Down** they **came.**

d. The verbs and particles in sentences 1-9 of the [Vp] table are not normally transposed:

5. ? **Down splashed** the astronauts perfectly.
6. ***Off took** the pilot smoothly.

In fact, it is generally the case that when combinations are idiomatic (phrasal verbs), as in these two cases, the emphatic transformation cannot be applied.

(CATEGORY 2)

[Vpr] intransitive pattern with a preposition

No.	subject	verb phrase		prepositional phrase		(adv phrase etc)
			verb	prep	Object	
1	He		**glanced**	**through**	the article	quickly.
2	He		**ran**	**through**	the main points	briefly.
3	We	were	**banking**	**on**	a change of heart	
4	You	can	**cope**	**with**	these few extra people	easily.
5	He	has	**provided**	**for**	his family	well.
6	We	've	**talked**	**about**	this topic	endlessly.
7	A gang of thieves		**broke**	**into**	smith's warehouse	last night.
8	Olive		**gets**	**at**	her husband	frequently.
9	The Chancellor	would	**go**	**into**	these proposals	very.
10	He	can	**reckon**	**on**	a safe political future	with some confidence.
11	I		**got**	**through**	the written papers	with special coaching.
12	The question of a reprieve	may	**turn**	**on**	the age of the victim	
13	All our opes		**rested**	**upon**	this venture	
14	He		**went**	**off**	driving	altogether.
15	The company	has	**fallen**	**into**	**disrepute**	in recent years.

Notes

a. Some of the expressions appearing here have transitive equivalents (compare nos 11 and 14 in this table with nos 8 and 10, [Vn.pr] table).

b. In many cases, an adverb or adverbial phrase can be inserted between the verb phrase and the prepositional phrase:

4. You can **cope** easily **with** these few extra people.

10. He can **reckon** with some confidence **on** a safe political future.

There may be restrictions when the combination is highly idiomatic, though not in every case. Compare:

8. *Olive **gets** frequently **at** her husband.

9. The Chancellor would **go** very carefully **into** these proposals.

[Vpr nom] nominalized form of verb + preposition

Notes

a. Nouns referred to in grammatical codes as [Vpr nom] have the internal pattern 'base form + preposition'. The dictionary does not record any case where they are written as fully joined. The hyphenated form corresponds to the stressing in speech of the verb element:

'Glance-through, 'run-through

The user should note that hyphenated nouns derived from some verb + preposition items have a corresponding unlinked form, with principal stress falling on the final element. Compare:

a quick **'flick-through** / a quick **flick 'through**

another **'skim-through** / another **skim 'through**

It is also worth noting that none of these examples are highly idiomatic.

b. These 'nom' forms occur in a number of sentence patterns, some of which are paraphrases of the basic [Vpr] pattern:

1. He gave the article **a** quick **glance-through**

2. He did a brief **run-through** of the main points.

[Vpr **pass] passive transform**

No.	Subject	Verb phrase		(adv phrase etc)	
			Verb	Prep.	
1	The article	was	**glanced**	**through**	quickly.
2	The main points	were	**run**	**through**	briefly.
3	A change of heart	was being	**banked**	**on.**	
4	These few extra people	can be	**coped**	**with**	easily.
5	His family	has been	**provided**	for	well.
6	This topic	has been	talked	**about**	endlessly.
7	Smith's warehouse	was	**broken**	**into**	last night.
8	Her husband	is	**got**	**at**	frequently.
9	These proposals	would be	**gone**	**into**	very carefully.
10	A safe political future	can be	**reckoned**	**on**	with some confidene.

Notes

a. The transform is derived from the active pattern by moving the prepositional object to initial position (with corresponding modification of the verb phrase).

Compare:

[Vpr] The Chancellor would go into these proposals very carefully.

[Vpr pass] These proposals would be **gone into** very carefully.

An 'agentive' prepositional phrase - 'by the Chancellor' - is an optional constituent:

[Vpr pass] These proposals would be **gone into** very carefully (by the Chancellor).

b. There is no simple one-to-one correspondence between idiomaticity and the application of this transform. Some sentences containing an idiomatic combination (phrasal verb) may be passivized:

8 Olive gets at her husband frequently.

Her husband is **got at** frequently.

but the same is true of many sentences containing less idiomatic items:

1. He **glanced through** the article quickly.

The article was **glanced through** quickly.

b. Sentences in which the prepositional object is part of a complex idiom are generally not passivized:

15 ***Disrepute** has been **fallen into** in recent years.

d. Some expressions are recorded in the dictionary which function in *passive sentences* of the [Vpr] type though not in the corresponding active patterns. A highly irregular group is made up of such items as **unaccounted for, uncalled for,** and **unguessed at.** Certain of these combinations have a corresponding finite form without the negative prefix, thus **account for, call for, guess at,** and this can be used in both active and passive sentences. Compare:

These missiles are **unaccounted for** by the authorities.

These missiles are **accounted for** by the authorities.

These authorities have **accounted for** these missiles.

However, there is no such sentence as

The authorities have **unaccounted for** these missiles.

to correspond, as active, to the first of the set of three.

[Vpr pass (o)| passive transform, with the object of a second preposition becoming the **subject of the passive sentence**

Notes

a. A small number of idiomatic expressions, such as **get to the bottom of** or **get to grips with,** form their passives in a special way. It will be seen that the expressions contain a verb and two prepositions and that the object of the first preposition is an integral part of the idiom.

b. In this special passive transform, the object of the second preposition is transposed to front position in the sentence (where it functions as Subject of the passive construction):

[Vpr] I'll **get to the bottom of** this whole business.

[Vpr pass(o)] This whole business will be **got to the bottom of.**

[Vpr] You **got to grips with** the basic trouble inside an hour.

[Vpr pass(o)] The basic trouble was **got to grips with** inside an hour.

[Vpr **adj] noun phrase with a participial adjective**

Noun Phrase				
No.	Article	(adv)	participial adj	noun etc
1	The	quickly	**glanced-though**	article...
3	A		**banked-on**	change of heart...
4	These	easily	**coped-with**	extra people...
5	His	well	**provided-for**	family...
6	This	endlessly	**talked-about**	topic...
7	A (an)	(easily)	**broken-into**	warehouse...
9	These	carefully	**gone-into**	proposals...

Notes

a. Here, the noun phrase is drawn from the basic sentence as a whole and the participial adjective from the verb and preposition which function in that sentence. The grammatical link between the sentence and the phrase is most clearly shown by relating both to the passive:

[Vpr] He **glanced through** the article quickly.

[Vpr pass] The article was quickly **glanced through.**

[Vpr adj] The quickly **glanced-through** article.

b. The connection of meaning between this transform and the passive is particularly close when the latter indicates a state (non a process). Compare:

His family seems well **provided for.**

His seems a well **provided-for** family.

c. It is often essential to place an adverb before the participial adj, as in most of the examples here. When an adverb *must* be placed before the adj in any [Vpr] entry, this is pointed out in a footnote.

[Vpr emph] emphatic transform

No.	Prepositional phrase		Subject	Verb phrase		(adv phrase etc)
	Prep	object			verb	
4	**With**	these few extra people	you	can	**cope**	easily.
5	**for**	his family	he	has	**provided**	**well.**
10	**On**	a safe political future	**he**	can	**reckon**	**with** some **confidence.**
12	**On**	**the** age of the victim	the question of a reprieve	may	**turn.**	
13	**Upon**	this venture	all our hopes		**rested.**	

Notes

a. This transform involves a simple change of order: the prepositional phrase of the basic pattern is transposed to initial position (cf [Vn.pr emph]):

[Vpr] He can **reckon on** a safe political future with some confidence.

[Vpr emph] **on** a safe political future he can **reckon** with some confidence.

b. When the subject is a *pronoun* it must precede the verb phrase in this transform (cf [Vp emph]). The following sentence is unacceptable:

5. ***For** his family has **provided** he well.

When the subject is a noun, or noun phrase, it will precede the verb phrase in some sentences (as it would in nos 4, 5 and 10 above) but may precede or follow in others (nos 12 and 13). Compare the following sentences with the corresponding ones in the table:

12 On the age of the victim may **turn** the question of a reprieve.

13 **Upon** this venture **rested** all our hopes.

The expressions in both these examples, it should be noted, represent formal usage.

c. In some examples of this transform, a contrast is implied between the noun in the prepositional phrase and another unspecified noun. This noun may be made explicit, as follows:

5. **For** his family he has **provided** well (but not **for** his employees).

d. When the verb + preposition forms an idiomatic whole (phrasal verb), as in nos 7, 8, 9 and 11, this transformation cannot usually be applied.

[Vp **rel**] **relative transform**

Noun phrase						
			Relative clause			
article	noun	prep	rel pron	subject	verb phrase	(adv phrase etc)
1 The	article	**through**	which	He	**glanced**	(so) quickly...
3 A	change of heart	**on**	which	we	were **banking...**	
4 These	people	**with**	whom	you	can **cope**	easily...
5 The	family	**for**	which	he	has **provided**	well...
6 This	topic	**about**	which	we	**'ve talked**	endlessly...
10 A	safe political future	**on**	which	he	can **reckon**	with some confidence...
12 The	factor	**on**	which	the question of a reprieve	**turns...**	
13 This	venture	**upon**	which	all our hopes	**rested...**	

Notes

a. In this transform a noun (etc) originating in the *prepositional object* of the basic pattern is modified by a relative clause (part of which derives from the subject and verb phrase of the same basic pattern):

[Vpr] We were **banking on** a change of heart.

[Vpr rel] A change of heart **on** which we were **banking**

b. Sentences in which the verb + preposition is highly idiomatic are not relativized as shown above. This sentence is unacceptable:

8 *The husband **at** whom Olive **gets** regularly...

c. As the transform is normally associated with formal, written English, items marked *informal* in the dictionary tend not to be used in this transform, even when they are not idiomatic. A relative construction that can safely be used with formal and informal items is:

7 A warehouse which a gang of thieves **broke into...**

(Category 3)

[Vp.pr] intransitive pattern with a particle and preposition

Subject	Verb phrase	particle	Prepositional phrase		(adv phrase etc)
	verb		pre	Object	
1 The coaster	Went	aground	on	a sandbank.	
2 He	scraped	along	on	a low salary	
3 He	sent	away	for	a free fisher-man's almanac.	
4 The office staff	are looking	forward	to	his retirement	very much.
5 They	had done	away	with	this piece of legislation	reluctantly.
6 She	is facing	Up	to	her responsibilities.	badly.
7 We	put	Up	with	these interruptions.	cheerfully.
8 An outsider	had come	In	on	our private arrangement.	
9 The family	came	up	against	fresh problems.	
10 The match	got	off	to	a good start.	

Notes

a. Here we must distinguish between the combinations go aground (on), scrape along (on), and send away (for) (nos 1,2,3), from which the preposition (and its object) can be deleted, and the remaining combinations, where the preposition is a fixed element. Whether or not the preposition is removable tends to affect the transformational possibilities of the whole.

b. This' pattern is the intransitive equivalent of [Vn.p.pr], in terms of the correspondences of particular examples. Compare:

[Vp.pr] The family came up against fresh problems.

[Vn.p.pr] The move brought the family up against fresh problems.

c. In some cases, an adverb or adverbial phrase may be inserted between the particle and the prepositional phrase. As the following examples show, it is possible to separate particle and preposition in this way even when the latter cannot be removed:

5.They had **done** away reluctantly **with** this piece of legislation.

7.We **put up** cheerfully **with** these interruptions.

The verb may sometimes be divided from the particle, though generally only by the adverbs 'right' or 'straight':

5.They had **done** right **away with** this piece of legislation.

9.The family **came** straight up **against** fresh problems.

(Occasionally, we find such adverbs of degree as 'completely', 'totally', 'entirely' in the position of 'right' in no.5).

[**Vp.pr** pass] passive **transform**

No.	Subject	verb phrase		Particle		(adv. phrase etc)
			verb		prep	
3	A free fisherman's almanac	was	**sent**	away	**for.**	
4	His retirement	is being	looked	forward	***to***	very much.
5	This piece of legislation	had been	done	away	**with**	reluctantly.
6	Her responsibilities	are being	faced	**up**	**to**	badly.
7	These interruptions	were	**put**	**up**	**with**	cheerfully.

Notes

a. In this transform the object of the preposition is transposed forward (cf [Vpr pass]), and the form of the verb phrase modified:

[Vp.pr] We **put up with** these interruptions cheerfully.

b. This transform tends to be restricted to cases where the preposition + object are *not* deletable (though see no. 3 in the table above).

d. Sentences in which the prepositional object is part of a complex idiom are generally not passivized:

10.? **A good start** was **got off to.**

d. Note the placing of stress in the passive transform:

...looked 'forward to

...done 'away with

...faced 'up to

[Vp.pr adj] noun phrase with a **participial adjective**

No.	Noun phrase			
	article **etc**	adv	participial adj	Noun
4	His	very much	**looked-forward-to**	retirement...
5	This	reluctantly	**done-away-with**	piece of legislation...
6	Her	badly	**faced-up-to**	Responsibilities...
7	These	cheerfully	**put-up-with**	interruptions...

Notes

a.This noun-phrase transform derives from the basic [Vp.pr] pattern as a whole, and the adjective from the verb + particle + preposition which functions as part of that basic pattern. Note the connection provided by the passive between the basic pattern and this transform:

[Vp.pr] She is **facing up to** her responsibilities badly.

[Vp.pr pass] Her responsibilities are being badly **faced up to.**

[Vp.pr adj] Her badly **faced-up-to** responsibilities...

b. This transform is generally restricted to verb + particle + preposition items from which the last element is not removable. The following is an unusual (though possible) phrase:

2. ? His barely **scraped-along-on** salary...

[Vp.pr emph] emphatic transform

No.	prepositional phrase		subject	verb phrase		particle	(adv phrase etc)
	prep	object			verb		
1	On	a sandbank	**the** coaster		**went**	**around.**	
2	On	a low salary	he	just	**scraped**	**along.**	

Notes

a. In this transform, the prepositional phrase of the basic pattern has been moved to the front (cf [Vpr emph]).

b.Sentences from which the preposition + object are *not* removable are less likely to be transformed in this way than those (like 1 and 2 above) in which they are, though some speakers may find the following acceptable:

7 **?With** these interruptions we **put up** cheerfully.

8 ?On our private arrangement an outsider had **come in.**

|VP.Pr rel] relative transform

noun phrase							
Relative clause							
No.	article	noun	prep	rel pron	subject	verb phrase	particle
1	A	sandbank	on	which	the coaster	**went**	**aground..**
2	A	low salary	**on**	which	he	**scraped**	**along...**
3	A	free fisherman's almanac	**for**	which	he	**sent**	**away...**

Notes

a. Here, **a** noun (etc) derived from the *prepositional object* of the basic pattern is modified by a relative clause (part of which derives from the subject, verb phrase and particle of the same basic pattern (cf[Vpr rel]):

[Vp.pr] The coaster **went aground on** a sandbank.

[Vp.pr rel] A sandbank **on** which the coaster **went aground...**

b. Sentences from which preposition + object cannot be removed (i.e. without affecting the meaning of the whole) are less likely to be relativized, though we may hear, or read:

5 This piece of legislation **with** which they had done away...

c. Since this transform (like [Vpr rel]) is generally associated with formal styles, combinations normally found in colloquial use - whether the preposition is fixed or not - will tend not be relativized in this way. Instead, a relative pattern will be used in which the preposition is final.

2 A low salary which he **scraped along on**...

5 This piece of legislation which they had **done away with**...

(Category 4)

[Vn ⟶⟵ p, Vn.p and Vp.n] Transitive patterns with a particle

General note

Verb + particle combinations which are used in transitive sentences can be subclassified according to whether (I) a short noun phrase Object can be placed on either side of the particle; (ii) such an Object must appear between the (main) verb and the particle; (iii) it must be placed after the particle. To account for these differences in Object placement, we recognize three types of transitive verb + particle pattern, identified in the grammatical codes at **[Vn ⟶⟵ p,** Vn.p and Vp.n]. We deal with these below beginning with two tables for **[Vn ⟶⟵ p]:**

[Vn ⟶⟵ p] transitive pattern with a particle type (i) Table A

No.	Suject	verb phrase		Object	particle	(adv phrase etc)
			verb	noun phrase/pronoun		
1	The studio	will	**blow**	your photographs (them)	**up**	well.
2	The accountant		**broke**	expenditure (it)	**down**	as follows...
3	The travel agent		**messed**	our bookings (them)	**up**	completely.
4	We	can	play	the recorded programmes (them)	**back.**	
5	Bill		**took**	the premier (him)	**off**	to perfection.
6	The daily help		**cleaned**	the whole place (it)	**out.**	
7	Fred		tipped	the police (them)	**off.**	
8	I	will	to-	the machine (it)	**out**	thoroughly.
9	**You**	have	**brought**	your children (them)	**up**	well.
10	You	have	filled	the application	in	incorrectly.
11	These entertainers		**make**	their stories (them)	**up.**	
12	You		**thought**	the scheme (it)	**out**	carefully.
13	The shops		**put**	the prices (them)	**up.**	

[Vn ⟷ p] transitive pattern with a particle type (i) Table B

No.	subject	verb phrase		particle	object	(adv phrase etc)
			verb		noun phrase	
1	The studio	will	blow	**up**	your photopgraphs	well.
2	The accountant		broke	**down**	expenditure	as follows.
3	The travel agent		messed	up	our bookings	completely.
4	**We**	can	play	back	the recorded pro-grammes.	
5	Bill		took	**off**	the premier	to perfection.
6	The daily help		cleaned	**out**	the whole place.	
7	Fred		tipped	**off**	the police.	
8	**I**	will	**try**	**out**	the machine	thoroughly.
9	You	have	**brought**	**up**	your children	well.
10	You	have	filled	in	the application	incorrectly.
11	These entertainers		make	**up**	their stories.	
12	You		**thought**	**out**	the scheme	carefully.
13	The shops		**put**	**up**	the prices.	

Notes

a.This sub-pattern accounts for the great majority of verb + particle combinations (whether idiomatic or not) which are used transitively. It is thus the standard or 'regular' sub-pattern.

b. A combination of verb + particle is classified as (Vn ⟷ p) when a noun or short noun phrase functioning as Object can either precede the particle (as in Table A) or follow it (as in Table B). A personal pronoun substituted for such an Object will always *precede* the particle (note the pronouns in parentheses in Table A).

c. If **a** short Object (as illustrated in Tables a and B) is *extended* there are two possibilities: either the *extension* of the Object follows the particle:

We can **play** the *programmes* **back** *that you recorded last week.*

or the whole of the extended Object follows:

We can **play back** *the programmes that you recorded last week.*

(d) A verb+particle combination whose Object is a *clause* is classified as [Vn · → p] if it can also be used with noun phrase Objects that function as in Tables A and B. An expression of this kind is **work out** (meaning 'calculate'). Compare the examples:

We have computers to **work out** what we earn, these days.

We have computers to **work** our salaries **out,** these days.

We have computers to **work out** our salaries, these days.

(e) Expressions such as sew **on** or saw off, which can take an Indirect as well as a Direct Object, are assigned to this sub-pattern when a short Direct Object, as shown in the following examples, can be placed on either side of the particle:

'The zip has broken. Will you sew me a new one on?'

.. .**sew** a new one **on** (for me)?'

.. .**sew on** a new one (for me)?'

(Here the Direct Object is 'a new one.) Compare:

'Would you **saw** me a piece **off?'**

.. .**saw** a piece **off** (for me)?'

.. .**saw off** a piece (for me)?'

(Here the Direct Object is 'a piece'.)

(f) Adverbs other than 'straight' or 'right' seldom appear between the verb and the particle even when the combination is not idiomatic (cf[Vp]). This sentence is therefore unacceptable:

* The daily help **cleaned** the whole place quickly **out.**

'Straight' and 'right' are themselves not usually inserted when the verb + particle combination is idiomatic (ie a phrasal verb):

*Bill **took** the premier right **off.**

This rule is relaxed when the combination is not highly idiomatic:

The shops **put** the prices straight **up.**

The daily help **cleaned** the place right **out.**

But note that in these examples the order is (main) verb + object + adverb + particle; this order is invariable and the following in unacceptable:

*The daily help **cleaned** right **out** the place.

[Vn ⇄ p nom] nominalized form of verb + particle

Notes

(a) Nouns referred to as **[Vn ⇄ p nom]** are formed on the 'base form + particle' model and may be written as fully joined or hyphenated (occasionally as two separate words). The verbal element carries principal stress:
'breakdown, 'mess-up, 'take off.

(b) These nominalized forms are often in sentence patterns which are paraphrases of the basic [Vn ⇄ p] pattern. In one type of paraphrase, the 'nom' form functions as (part of) the Direct Object of the verb 'do' (or 'make'), as in this table:

No.	Subject	do / make	Object
1	The studio	will do	a good **blow-up** of your photographs.
2	The accountant	did	a **breakdown** of expendi-ture as follows...
3	The travel agent	made	a complete **mess-up** of our bookings.
4	We	can do	a **play-back** of the recorded programmes.

(c) In some cases, an Indirect Object pattern with 'give' is used, as in this table:

No.	subject	give	indirect object	direct object
5	The daily help	gave	the whole place	a **clean-out.**
6	Fred	gave	the police	the **tip-off.**
7	I will	give	the machine	a thorough **try-out.**

This sentence type can in turn be related to one containing 'get':

The whole place got a **clean-out.**

The police got the **tip-off** from Fred.

The machine will get a thorough **try-out.**

[Vn ⟷ p pass] passive transform

No.	subject	verb phrase		particle	(adv phrase etc)
			verb		
1	Your photographs	will be	**blown**	**up**	well.
2	Expenditure	was	**broken**	**down**	as follows...
3	Our bookings	were	**messed**	**up**	completely.
4	The recorded programmes	can be	**played**	**back.**	
5	The premier	was	**taken**	**off**	to perfection.
6	The whole place	was	**cleaned**	***out***	
7	The police	were	**tipped**	**off.**	
8	The machine	will be	**tried**	**out**	thoroughly.
9	Your children	have been	**brought**	**up**	well.
10	The application	has been	**filled**	in	incorrectly.
11	Their stories	are	**made**	**up.**	
12	The scheme	was	**thought**	**out**	carefully
13	The prices	were	**put**	**up.**	

Notes

(a) The passive pattern is derived from the active by transposing the Direct Object to the front position and by changing the form of the verb phrase (will **blow** ⟶ **will be blown;** can **play** ⟶ can be **played).** The particle now immediately follows the (main) verb. Compare:

[Vn ⟷ p] Fred **tipped off** the police.

[Vn ⟷ p pass] The police were **tipped off.**

A prepositional phrase, 'by Fred', originating as the subject of the active sentence is optional in the passive:

[Vn ⟷ p pass] The police were **tipped off** (by Fred).

(b) When the Object of the active sentence is a *clause,* it remains in the final position in the transform and **'it'** is introduced initially. Compare:

We **worked out** that we should need $100.

It was **worked out** that we should need $ 100.

(c) There may be two types of passive sentence when he active pattern contains an Indirect (as well as a Direct) Object. Compare these acceptable transforms:

I was **sent down** a list of missing stock.

A list of missing stock was **sent down** to me.

With the unacceptable

* A list of missing stock was **sent down** me.

(d) There is a close similarity (in terms of word order) between the passive transform and that of the [Vpr] pattern. However, the transforms are in most cases differentiated by stress placement. Compare:

[Vpr pass] The doctor's been **'sent for.**

[Vn⟷p pass] The student's been **'sent down** (i.e. from a university)

(e) This transform applies to the great majority of combinations in this pattern. The fact that a combination is idiomatic does not normally affect transformation to the passive.

(f) Several transitive phrasal verbs listed in the dictionary (eg **frosted over, run down)** are used in a passive form but not in the actives from which such passives are normally derived. We find examples such as these:

After the severe cold of last night, all the windows are **frosted over.**

The doctor said he was **run down** and needed rest.

but not all the corresponding 'actives':

?The severe cold of last night has **frosted** all the windows **over.**

*The doctor said all those late nights had **run** him **down** and he needed rest.

[Vn ⇄ p adj] noun phrase with a **participial adjective**

No.	Noun phrase			
	Article	(adv)	participial adj	noun
1.	Your	well	**blown-up**	photographs....
3.	Our	completely	**messed-up**	bookings....
4.	The		**played-back**	programmes...
8.	The	thoroughly	**tried-out**	machine....
9.	Your	well	**brought-up**	children.....
10.	Your	incorrectly	**filled-in**	application....
11.	Their		**made-up**	stories....
12.	Your	carefully	**thought-out**	scheme.....

Notes

(a) The noun phrase of this transform is derived from the basic pattern as a whole, and the participial adjective from the verb + particle (eg **blow up,** mess **up)** which functions in it. Note the link between the basic pattern and this transform provided by *the passive:*

[V ⇄ p]ɔ u **thought** the scheme **out** carefully.

[V ⇄ p s s] The scheme was carefully **thought out.**

[Vn ⇄ p adj] Your carefully **thought-out** scheme...

(b) The pattern indicates 'completed action' and not 'action in progress':

Those **played-back** programmes are not a success.

(implying that they have already been played **back).**

A close connection of meaning between this transform and the passive can be shown when the latter expresses a state also. Compare:

[Vn ⇄ p] Your children have been **brought up** well.

[Vn → ← p pass] Your children are well **brought up.**

[Vn ⇄ p adj] Yours are well **brought-up** children.

(c) Idiomaticity appears to have no bearing on whether this transform is possible or not.

(d) Several combinations listed in the dictionary (e.g. **played out, run down)** are used in the adj form but not in the active pattern from which the adj is normally derived. Examples like these occur:

She drifted from one affair to another, eventually setting up house with a **played-out** opera singer.

He emerged from his ordeal in a completely **run-down** condition.

But neither of these are acceptable:

* His fondness for drink had played him out.

* His ordeal had run him down completely.

[Vn.p] transitive pattern with a particle type (ii)

No.	Subject	Verb phrase		Object	particle	(adv phrase etc)
			verb			
1	The comedian	doesn't	get	his jokes (them)	across.	
2	The police		moved	the spectators (them)	along.	
3	The technician	will	run	that bit of tape (it)	through.	again.
4	The govt.	will	see	the thing (ie crisis) (it)	through.	
5	I	'11	knock	his **block**	**off.**	
6	Parker		throws	the **ball** (it)	in.	near the half-way line

Notes

(a) In this sub-pattern there is a restriction on the positioning of an Object consisting of a short noun phrase. This must *precede* the particle, as is shown in the table. A personal pronoun substituted for the noun phrase also precedes, as is the general rule for the whole [Vn p], [Vn.p] and [Vp.n] pattern.

(b) If a short Object is lengthened (say, by the addition of a clause) the *extension* may follow the particle, or the whole Object may:

The comedian doesn't **get** the jokes **across** that he prepares in advance.

The comedian doesn't **get across** the jokes that he prepares in advance

(though the second pattern is more unusual: see the next note).

(c) This sub-pattern is often preferred for such verbs as **move, run, get, see** and such particles as **across, over, through** because if a short Object were free to *follow* those particles, the particle might, in particular cases, be mistaken for a preposition, and the combination as a whole misinterpreted. Compare the examples:

[Vn.p] He Saw the crisis **through** (i.e. he survived it).

[Vpr] He **saw through** the crisis (i.e. he didn't really believe there was one).

(d) Combinations such as **burn (oneself) out** (='ruin one's health through overwork etc) belong to this sub-pattern because the only Object possible is a reflexive *pronoun,* and such pronouns must precede the particle. The headphrase and grammatical code for this item are therefore:

burn (oneself) out [Vn.p...]

We can compare in this respect:

fix up (with) [Vn ⇄p...]... arrange for (sb) to have...

Here, **fix** up is described as [Vn ⇄ p] because, although the combination can be used reflexively, it can also be used with short Objects which either precede or follow the particle. Compare:

He's **fixed** the whole family **up (with** good jobs).

He's **fixed up** the whole family **(with** good jobs.)

He's **fixed** himself **up (with** a good job).

[Vn.p nom] nominalized form of verb + particle

Note

Though only one example has been given in the main [Vn.p] table above of a verb + particle combination from which a noun can be derived (i.e. **throw in,** yielding **throw-in),** there is no general restriction on noun formation for combinations used in this sub-pattern. The following entry provides a further example:

Walk-through [Vn.p nom pass] (theatre) show (sb) the movements he must make in a scene etc... 'After lunch I want to do a **walk-through** of the ghost scene,' and several others are recorded. The code [Vn.p nom] should be taken to mean as here that the noun is of the 'base-form + particle' type (for fuller details see the notes and tables at [Vn→p nom], above).

Vn.p pass] passive transform

No.	subject	verb phrase		particle	(adv phrase etc)
			verb		
1	His jokes	aren't	**got**	**across.**	
2	The spectators	were	moved	**along.**	
3	That bit of tape	will be	run	**through**	again.
6	**The ball**	is	thrown	**in**	near the half-way line.

Notes

(a) This passive transform and that of the 'major' [Vn→p] sub-pattern are in all + respects-word-order, form of the verb phrase, treatment of clause Objects, stress placement - exactly the same, and users needing a fuller explanation of those features are referred to the notes at [Vn p pass].

(b) Since some of the words functioning as particles in the [Vn.p] pattern (eg **across, over, through)** can also be used as prepositions, the passive treated here and the [Vpr] passive may resemble each other in individual cases to the point where misinterpretation is possible. In speech, however, the two types are often (though not always) differentiated by the placing of nuclear stress. Compare:

[Vn.p pass] The video tape needs to be carefully **run 'through** (i.e. through the recorder)

[Vpr pass] The money he'd inherited was quickly **'run through.**

(c) When the Direct Object of this sub-pattern is a reflexive pronoun (and no other kind of Direct Object is possible), we shall not find:

*He had been **written out** by the age of thirty.

as a passive of:

He had **written himself out** (=had nothing new to write) by the age of thirty.

though the following passive-like construction is acceptable:

He was/seemed **written out** by the age of thirty.

[Vp.n] transitive pattern with a particle type (iii)

No.	subject	verb phrase		particle	object
			verb		
1	The cavalry	will	**bring**	**up**	**the rear.**
2	The search party	has	**given**	**up**	**all hope** of finding the missing aircraft.
3	Jeremy		**put**	**in**	**a** brief **appearance.**
4	The hedgerows		**put**	**forth**	new buds.
5	Many households		**take**	**in**	lodgers.
6	The authorities		**trumped**	**up**	a case against Smith.

Notes

(a) In this sub-pattern an Object consisting of a noun, or short noun phrase, is placed *after* the particle.

(b) Following the general rule for types (i), (ii) and (iii), a substituted pronoun Object, if there is one, *precedes* the particle. Compare:

Many households **take in** lodgers.

Many households **take** them **in.**

(c) Combinations of verb + particle whose Object is *clause* but which cannot have a noun or noun phrase Object are classified as [Vp.n] because the clause must, following the general rule, be placed *after* the particle. Consider:

find out 2 [...Vp.n] discover a mistake, a loss, sb's dishonesty etc ... *One day someone will start asking questions and* ***find out*** *precisely why we 've been losing so much money.*

If a combination can take a clause or a short noun phrase as Object, and the latter *must* follow the particle, the item will also be described as [Vp.n]:

find out 1 [...Vp.n pass] learn (sth) by study, calculation or inquiry. *Do you feel a need to* ***find out*** *what you have done with it?* (cf *Do you feel a need to* ***find out*** *its whereabouts?).*

[Vp.n nom] nominalized form of verb + **particle**

Note

Though we provide no example in the table just above of a verb + particle combination from which a 'nom' form derives, there is no general restriction on the transform here, provided that the expression is not complex (as **bring up the rear** and **put in an appearance** are). When an entry has the code [Vp.n nom], as in the following entry, this is to be taken to mean that the noun in question is of the 'base form + particle' type (for further details see the notes and the tables at [Vp.n nom], above).

make up 4 [Vp.n nom...] form, compose (sth larger)... There are plans to change the make-up (=composition) of the Boardo. There is something in his **make-up** (=nature, character) that repels people.

[Vp.n pass] passive transform

No.	Subject	verb phrase		particle	(agentive prep phrase)
			verb		
1	The rear	will be	**brought**	**up**	(by the cavalry).
2	All hope of finding the missing aircraft	has been	**given**	**up**	(by the search party).
3	A brief appearance	was	**put**	**in**	(by Jeremy).
4	New buds	are	**put**	**forth**	(by the hedge-rows).
5	Lodgers	are	**taken**	**in**	(by many house-holds).
6	A case against Smith	was	**trumped**	**up**	(by the autho-rities).

Note

As regards word order, the form of the verb phrase, the treatment of clause Objects and the placing of stress, the passives of the sub-patterns. [Vn ⇄ p] and [Vp.n] are alike. The user is referred to the notes at [Vn ⇄ p pass] for an explanation of these features.

(Category 5)

[Vn.pr] transitive pattern with a preposition

No.	Subject	verb phrase		object	prepositional phrase	
			verb		Prep	Object
1	He		makes	rather too **much**	**of**	his aristocratic connections.
2	The governor		made	**an example**	**of**	these prisoners.
3	1	have	taken	careful **note**	**of**	your remarks.
4	We		Take	strong **exception**	to	the attack on mr. mackay.
5	Peter		foists	all his problems	**on**	his unfortunate friends.
6	Some		pinned	their faith	**on**	a religious revival.
7	Warning cries		cheated	the cat	**of**	its prey.
8	Special coaching		got	me	**through**	the written papers.
9	I	don't	**hold**	his past failings	**against**	him.
10	The instructor		**put**	him	**off**	driving altogether.

Notes

(a) Some of the phrasal verbs and longer idioms classified as [Vn.pr] - and illustrated here - are related to [Vpr] items in terms of the transitive / intransitive contrast. Compare:

[Vn.pr] Special coaching **got** me **through** the written papers.

[Vpr] I **got through** the written papers with special coaching.

[Vn.pr] The instructor **put** him **off** driving altogether.

[Vpr] He went off driving altogether.

(see examples 11 and 14 in the [Vpr] table).

(b) In many cases, an adverb or adverbial phrase can be placed between the Direct Object and the prepositional phrase. This may be possible even when the combination is idiomatic:

2 The governor **made an example,** only last week, **of** these prisoners.

5 Peter **foists** all his problems, year in and year out, **on** his unfortunate friends.

(c) When the Object is relatively long and the prepositional phrase relatively short, they are often transposable, as follows:

10 he instructor **put off** driving every student who came his way.

When the Object –or part of it - is an element in a complex expression, however, this kind of transposition is usually not possible:

4 ? We **take to** this attack the strongest possible **exception.**

though we do sometimes meet acceptable transpositions of this kind as in:

1 He **makes of** these connections rather too **much,** I feel.

(d) Sometimes a long Object can be *divided,* with part of it - usually a relative clause - following the prepositional phrase:

9 I don't **hold** past failings **against** him for which he can't really be held responsible.

[Vn.pr pass] passive transform

No.	Subject	verb phrase			prepositional phrase
			verb	prep	object
1	Rather too much	is	made	**of**	his aristocratic connections.
2	An example	was	made	**of**	these prisoners.
3	Careful note	has been	**taken**	**of**	your remarks.
4	Strong exception	**is**	**taken**	**to**	the attack on Mr. Mackay.
5	All his problems	are	**foisted**	**on**	his unfortunate friends.
6	Their faith	was	**pinned**	**on**	a religious revival.
7	The cat	was	**cheated**	**of**	its prey.
8	I	was	**got**	through	the written papers.
9	His past failings	are not	held	against	him.
10	He	was	**put**	**off**	driving altogether.

Notes

(a) This passive pattern is derived from the active by transposing the Direct Object of the latter to front position and by changing the form of the verb phrase. The prepositional phrase remains in final position. Compare:

[Vn.pr] Warning cries **cheated** the cat of its prey.

[Vn.pr pass) The cat was **cheated of** its prey.

A prepositional phrase, 'by warning cries', which originates from the subject of the active pattern, is optional:

[Vn.pr pass] The cat was **cheated of** its prey (by warning cries).

(b) There is a general parallel between this passive and those of the sub-patterns [Vn ⇄ p], [Vn.p] and [Vp.n]. This is particularly evident when the *same* combination of words functions in the [Vn.pr] pattern and, say, the [Vn.p] pattern. Compare:

[Vn.pr] I was **got through** the written papers (by special coaching).

[Vn.p] I was **got through** (by special coaching).

(c) A [Vn.pr] expression may take as Object a clause introduced by 'that', 'how', etc:

You should **bear in mind** that he wasn't present (cf you should **bear** that fact **in mind).**

The passive of a [Vn.pr] sentence with a clause as Object is:

It should be **borne in mind** that he wasn't present.

though the following alternative construction is found:

That he wasn't present (at the time) should be **borne in mind.**

(d) A number of [Vn.pr] items listed in the dictionary (eg **embroiled** in, used **to)** occur in the passive form but not in the active form from which passives are normally derived. These examples are quite normal:

Members became **embroiled in** heated debate over the issue of political union.

I'm used to these sudden changes of plan.

but the following active patterns are unaccepatble:

• The issue of political union **embroiled** members **in** heated debate.

* Experience has **used** me **to** these sudden changes of plan.

[Vn.pr pass (o)] passive transform, with the prepositional object of the active pattern becoming the subject of the passive

No.	Subject	verb phrase		object	
			verb		prep
1	His aristocratic connections	are	**made**	rather too **much**	**of.**
2	These prisoners	were	**made**	**an example**	**of.**
3	Your remarks	have been	**taken**	careful **note**	**of.**
4	The attack on Mr.Mackay	is	**taken**	strong **exception**	**to.**

Notes

(a) This transformation only applies when there is a close idiomatic link between parts of a complex expression functioning as (main) verb, Direct Object and preposition. It will be noted, for example, that nothing can be removed from **make an example of** or **take exception to** without making the remainder unacceptable. In the [pass (o)]transform these parts remain together and a subject is introduced originating in the *prepositional object* of the active pattern:

[Vn.pr] The governor **made an example of** these prisoners.

[Vn.pr pass(o)] These prisoners were **made an example of** (by the governor).

(b) Note that in this transform it is the pronoun or noun forming (part of) the Direct Object which bears principal stress, and not the main verb:

1 His aristocratic connections are **made** rather too **'much of.**

3 Your remarks have been **taken** careful **'note of.**

[Vn.pr emph] emphatic transform

Prepositional phrase			subject	Verb phrase		object
No.	Prep	object			verb	
1	Of	his aristocratic connections	he		**makes**	rather too **much.**
2	Of	these prisoners	the governor		**made**	**an example.**
3	Of	your remarks	I	have	**taken**	careful **note.**
4	To	the attack on Mr. Mackay	we		**take**	strong **exception.**
5	On	his unfortunate friends	peter		**foists**	all his problems.
6	On	a religious revival	some		**pinned**	**their faith.**

Notes

(a) This transform results from a simple change of order, with the prepositional phrase shifted to initial position (cf [Vpr emph]):

[Vn.pr] Peter **foists** all his problems **on** his unfortunate friends.

[Vn.pr emph] On his unfortunate friends Peter **foists** all his problems.

(b) In some of the examples, a contrast may be implied between a noun, etc in **the** prepositional phrase and other unspecified words. These words may be made explicit. Consider:

4 To the attack on Mr. Mackay we **take** strong **exception** (though not **to** your other remarks).

(c) In some cases adjustments in vocabulary and style will affect the extent to which the emphatic transform can be acceptably applied. Compare :

Of its prey warning cries **cheated** the cat.

Of all these benefits a sudden fall in share values **cheated** the hopeful investors. However, highly idiomatic combinations of verb + preposition (eg nos 9 and 10) are generally not transformed in this way, whether the vocabulary is changed or **not.**

[Vn.pr rel] relative transform

No.	Noun Phrase					
		relative clause				
		prep	rel pron	Subject	verb phrase	object
1	Aristocratic connections	**of**	which	he	**makes**	rather too **much...**
2	These prisoners	**of**	whom	the governor	**made**	**an example...**
3	Remarks	**of**	which	1	have **taken**	careful **note....**
4	The attack	**to**	which	we	**take**	strong **exception....**
5	The friends	on	whom	Peter	**foists**	all his problems...
6	A religious revival	**on**	which	Some	**pinned**	**their faith...**

Notes

(a) In this transform the article + noun (etc), which originates in the prepositional object of the basic pattern, is modified by a relative clause (which itself contains the subject, verb phrase and Object of that same pattern):

[Vn.pr] The governor **made an example of** these prisoners.

[Vn.pr rel] These prisoners **of** whom the governor **made an example...**

(b) Sentences containing idiomatic combinations (phrasal verbs) are not normally made into relative clauses. Consider:

* A man **against** whom I don't **hold** his past failings ....

(c) Whether a relative transform is possible often has to do with the formality of the combination. Even an unidiomatic combination would not be relativized if it was at the same time informal in style:

8 *The written papers **through** which special coaching **got me**.....

though it might be used as follows:

The written papers which special coaching **got** me **through....**

[Vn.p.pr] transitive pattern with a particle and preposition

No.	Subject	verb phrase		object	particle	prepositional phrase	
			verb			prep	Object
1	We		**brought**	them	**around**	**to**	a different way of thinking.
2	The women	had	**decked**	themselves	**out**	in	satin frocks.
3	They		**filled**	me	in	**on**	the latest developments.
4	Some trickster	had	fobbed	him	**off**	**with**	this story.
5	Someone	had	**let**	an outsider	**in**	**on**	our private arrangement.
6	The move		brought	the family	**up**	**against**	fresh problems.
7	The referee		**got**	the match	**off**	**to**	**a good start.**
8	You	can	**put**	the shortage	**down**	**to**	bad planning.
9	They		**put**	him	**up**	**to**	some mad escapade.
10	You	shouldn't	take	your resentment	**out**	**on**	me.

Notes

(a) In each of nos 1-4 the preposition (and its object) can be removed without changing the meaning of the remainder of the sentence. To some extent this affects possibilities of transformation.

(b) The pattern has an intransitive equivalent in [Vp.pr]. Compare nos 5,6 and 7 here with nos 8.9,10 in the [Vp.pr] table.

(c) In the table, the Direct Object is placed before the particle. In some cases it can, when it is a short noun phrase, follow the particle:

3 They **filled in** their colleagues **on** the latest developments.

10 You shouldn't **take out** your resentment **on** me.

(d) In most of the examples here, an adverb or adverbial phrase may be placed between the particle and the prepositional phrase:

2 The women had **decked** themselves **out** gaudily in satin frocks.

7 The referee **got** the match **off,** despite the incident on the terraces, **to a good start.**

(The idiomaticity of items does not appear to affect adverb insertion in a general way.)

[Vn.p..pr pass] passive transform

No.	subject	verb phrase		particle	Prepositional phrase	
			verb		Prep	Object
1	They	were	**brought**	**around**	**to**	**a** different way of thinking.
2	The women	were	**decked**	**out**	in	satin frocks.
3	I	was	filled	**in**	**on**	the latest developments.
4	He	had been	**fobbed**	**off**	**with**	this story.
5	An outsider	had been	**let**	**in**	**on**	our private arrangement.
6	The family	was	**brought**	**up**	**against**	fresh problems.
7	The match	was	**got**	**off**	**to**	**a good start.**
g	The shortage	can be	**put**	**down**	**to**	bad planning.
9	He	was	**put**	**up**	**to**	some mad escapade.
10	Your resentment	shouldn't be	**taken**	**out**	**on**	me.

Notes :

(a) In transforming an active [Vn.p.pr] sentence into the passive, the same general rule applies as to sentences in the [Vn.p] and [Vn.pr] categories: the Direct Object (noun, noun phrase or pronoun) of the basic pattern shifts to front position and becomes the subject of the passive construction:

[Vn.p.pr] Someone had **let** an outsider in on our private arrangement.

[Vn.p.pr pass] An outsider had been **let** in on our private arrangement.

(b) A clause is occasionally found as Object of a [Vn.p.pr] sentence:

[Vn.p.pr] We **put** it **up** to the committee (ie proposed to them) that Frank should be made secretary.

This sentence is transformed as follows:

[Vn.p.pr pass] It was put up to the committee that Frank should be made secretary.

(c) When a combination functioning in the [Vn.p.pr] pattern has a *deletable* preposition + object (eg bring around (to), deck out (in)), and those constituents are removed, the passive is of the [Vn p] type. Compare these passive sentences:

[Vn.p.pr pass] They were brought around to our way of thinking (eventually).

[Vn p pass] They were brought around (eventually).

[Vn.p.pr **emph**] emphatic transform

prepositional phrase			subject	verb phrase		object	particle
No.	prep	object			verb		
4	with	this story	some trickster	had	**fobbed**	him	**off**.
5	on	our private arrangement	someone	had	**let**	an outsider	**in**.

Notes

(a) The transform results from a simple change of order, with the prepositional phrase being shifted to front position (cf [Vn.pr emph]):

[Vn.p.pr] Someone had **let** an outsider in **on** our private arrangement.

[Vn.p.pr emph] On our private arrangement someone had **let** an outsider **in.**

(b) In some cases, there may be an implied contrast between part of the prepositional phrase and other unspecified words. These words may on the other hand be specified in the context:

4 **With** that kind of excuse you could **fob** her **off** (but don't pretend that your mother was ill).

[Vn.p.pr rel] relative transform

noun phrase							
	relative clause						
No.	Active+noun	prep	rel pron	subject	verb phrase	object	particle
1	A different way of thinking	**to**	which	we	**brought**	them	**around...**
4	This story	with	which	some trickster	had **fobbed**	him	**off....**
5	The private arrangement	on	which	someone	had **let**	an outsider	**in...**

Notes

The 'article + noun' of this transform is derived from the prepositional phrase of the basic pattern. The relative clause itself contains the subject, verb phrase, Object and particle of the original pattern (cf [Vn.pr rel]):

[Vn.p.pr] Some trickster had **fobbed** him **off with** this story....

[Vn.p.pr rel] This story **with** which some trickster had **fobbed** him **off.....**

This transform, in common with other relative transforms, is often associated with formal styles, and expressions commonly found in colloquial use will *tend* not to be relativized on this model. A common alternative in everyday informal use is as follows (note the preposition **in** *final* position):

4 This story which some trickster had fobbed him **off with...**

(NB: This material appeared in the Dictionary on pp.449-472.)

APPENDIX - 2 b

Oxford Dictionary of English Idioms Treatment of Grammatical Behaviour of Idiomatic Expressions

Under 'Grammatical Patterns and Codes' of *Oxford Dictionary of English Idioms* 1993 (5th imp; 1997): pages xxvii-xxxvii, we can reprint the following, regarding the grammatical behaviour of idiomatic expressions, since *it seems comprehensive and useful.*

'The Dictionary of Idioms, ..., contains a good deal of grammatical information. For the most part this is information about syntax. The student is helped to determine what kind of pattern an idiom corresponds to, how it can be broken down into elements smaller than itself, and what other elements precede, follow or interrupt. A simple scheme has been devised to show, for instance, that the idiom *force sb's hand* matches a clause pattern - though without the subject - and that it consists of a verb and a direct object. The student can be shown, too, that an idiom such as *a damsel in distress* spans a unit smaller than a clause (a noun phrase), that it has a plural form *damsels in distress* and that it characteristically functions as the object of such verbs as *rescue* and *save.*

As these examples will perhaps make clear, information about syntax and grammar is essential for a **variety** of **reasons. First, it enables the student to compare like with like and to build up a general categorization of idioms.**

Growing familiarity with the dictionary and with the scheme of grammatical abbreviations and codes will reveal that *a fairly narrow range of clause and phrase types accounts for the great bulk of idioms treated here.*

Secondly it is important for the learner to be able to locate and identify the exact point or points in idioms at which lexical choice can operate. In the idiom *give sb etc a good hiding* etc, for instance, the user can substitute a limited number of items for the first word and the last, and this can be made clear; but the learner must be shown, too, that the first set of substituted words are verbs, while the second are direct objects, and this is done by means of conventional abbreviations (v and o). In this way the syntactic relationship of the parts to the whole is made explicit.

Such guidance has the further advantage that it helps to explain structural changes, or transformations. A sentence such as *Bill gave Fred a good hiding* is systematically related to a sentence containing *get,* thus: *Fred got a good hiding (from Bill)* and this can be shown by reference both to the sentence patterns and to the verbs which function in them.

There are four main types of code, corresponding to the differences between

(JJ clauses (simple sentences) containing objects and / or complements;

(i i) 'possessive' clauses - those introduced by one of the verbs *get, have, give;*

(iii) phrases having a noun, adjective, preposition or adverb as the central or, 'head' word;

(iv) phrases in which a particular class of word is repeated (thus, noun + noun).

It will be noted that, for the most part, codes consist of, or contain, abbreviations of familiar grammatical terms (O=direct object, adj=adjective). The codes are illustrated and explained in a tabular treatment below.

Notes following each table explains various syntactic changes and show, where appropriate, how the grammar of an expression can be affected by how idiomatic it is.

Clause Patterns

The order in which the tables of clause patterns are set out below is as follows

[v+comp] verb + complement pattern.

[v+O] verb + direct object pattern.

[v+O+comp] verb + direct object + complement pattern.

[v+Io+O] verb + indirect object + direct object pattern

[v+O+A] verb + direct object + adjunct pattern

[v+comp] verb + complement pattern:

Sl.No.	Subject	(aux+)	Verb	complement:adj. phrase/n phrase
1	Your measurements	must	be	dead right.
2	A friend	would	be	good for her.
3	You	would	get	high on this stuff.
4	The oil market	has	gone	berserk.
5	The suspects	should	come	clean about themselves.
6	Bill	would	get	even with the gang.
7	Peter		was	a dab hand at carpentry.
8	Their greatest explorer	had	gone	native.

Notes:

(a) The place of the complement in this pattern may be "filled" by an adjective phrase (examples 1-6) or a noun phrase (7 and 8)

(b) Some verb + complement expressions correspond to expressions which fit the [v+O+comp] pattern and contain a transitive verb such as *get, drive or send:*

1. Your measurements must be dead right.
   You must get your measurements dead right.
2. The oil market has gone berserk.
   These fluctuations have sent the oil market berserk.

(c) In some cases an adjective occurring as complement in this pattern may be used in the comparative form, as in

2. A friend would be better for her.
5. The suspects should come a little cleaner about themselves

Where 2 contains a relatively unidiomatic and 5 a relatively idiomatic example...

[v+O] verb + direct object pattern:

Sl.No.	Subject	(aux+)	verb	direct object.
1	The police	have	cleared	all our characters.
2	An article		caught	his attention.
3	The state	should	foot	the bill.
4	The minister	can't	blink	the fact any longer.
5	You		led	a cat and dog life.
6	They		play	a tiresome cat-and-mouse game.
7	Fred	must have	dished	the dirt.
g	George	had	spilled	the beans.

a) Expressions of this structural type which undergo the passive transformation have the code [v+O pass]. The syntactic changes - with the direct object of the active pattern becoming the subject of the passive one - are shown in:

1. The police have cleared all our characters.——————•

All our characters have been cleared (by the police).

There is no straightforward relationship between how idiomatic a [v+O] expression is and whether it can be made passive. Thus example 8, which contains a highly idiomatic expression, allows the passive transformation, while sentence 3 - containing a less idiomatic item - does not:

8 The beans had been spilled by George.

3 *The bill should be footed by the state.

b) In some cases the nature of whatever is denoted by the direct object can be questioned:

6 What sort of a cat-and-mouse game are they playing?

Where, however, the meanings of verb and object are totally merged - as in examples 7 and 8 - such questions cannot be formed:

8* What kind of beans had George spilled?

[v+o+comp] verb+direct object + complement pattern:

Sl.No.	Subject	(aux+)	verb	Direct object	complement:adj phrase / n.phrase.
1	The children		drive	their mother	mad.
2	I		took	Martin	unaware.
3	David		counts	himself	fortunate.
4	The chancellor		made	his strategy	plain.
5	The boss		caught	Steve	napping.
6	His demands	have	bled	the family	white.
7	The crew	had	painted	the town	red.
g	John	has	made	his colleagues	a laughing-stock.
9	The matron		made	their lives	a misery.

Notes:

a) The place of the complement in this pattern may be filled by an adjective (phrase), as in examples 1-7 or noun (phrase), as in examples 8 and 9.

b) Some expressions with this pattern have corresponding intrasitive forms.

Compare:

8 John has made his colleagues a laughing-stock.

His colleagues have become a laughing stock.

c) Idioms in this pattern for which a passive transformation is possible have the code [v+O+comp pass]. To form the passive pattern from the active, the direct object is moved to front position and the form of the verb phrase modified. Cf:

5. The boss caught Steve napping. ——→

Steve was caught napping (by the boss).

The passive transformation is generally not possible when the direct object is *an integral part of the idiom.* Hoever, in some cases where the object forms a continuous unit with the verb and complement the passive is found:

9 Their lives were made a misery by the matron.

d) When the direct object does not form part of a larger idiom (for example, in 7 and 9 above, *the town* and *their lives* are necessary parts of their respective idioms) and is long relative to the complement, it may be possible to transpose these two elements:

4 The chancellor made plain the strategy on which his Budget is based.

Where the complement is a noun phrase after the verb *make,* a different pattern is found:

8 John has made a laughing stock of his colleagues.

e) In some cases an adjective functioning as complement in this pattern can be compared:

3 David counts himself even more fortunate.

Generally, however, this is not possible when verb and complement are a highly idiomatic unit:

6 ? His demands have bled the family even whiter.

[V+Io+O] verb + indirect object + direct object pattern:

Sl.No.	Subject	(aux+)	Verb	Indirect object	Direct object.
1	This exhibition	doesn't	do	the artist	credit.
2	I		bore	Bolshaw	little ill-will.
3	You	had better	blow	daddy	a kiss.
4	The firm	has	sold	you	a real pup.
5	You	must	show	these guys	who's boss.
6	The old chap		paid	you	a great compliment.
7	Mary		sets	us all	a good example.
8	The salesman		spun	me	a terrific yarn.

Notes:

a) Many expressions which fit this pattern can also be used in a construction without the indirect object Consider:

3 You had better blow a kiss.

5 You must show who's boss.

b) Two passive transforms are associated with this sentence pattern. Compare

The postman handed me a letter.

I was handed a letter (by the postman).

A letter was handed to me (by the postman).

However, when the direct object is part of an idiomatic expression, the second passive transform (that in which the direct object of the active sentence becomes, the subject of a passive one) is rarer than the first (in which the indirect object becomes subject). Compare (as transforms of example 4):

You have been sold a real pup.

? A real pup has been sold you.

Where a '*pup*' is idiomatically linked to the verb '*sell*'.

c) A common variant of the pattern illustrated in the table is one in which the indirect object is moved to the end, after the preposition *'to'*:

7 Mary sets us all a good example.

Mary sets a good example to us all.

d) When the direct object can be modified, as *how much credit, how many kisses,* it is possible to form questions, thus:

1 How much credit does this exhibition do the artist?

3 How many kisses do you blow daddy?

[V+O+A] verb + direct object + adjunct pattern:

Sl.No.	Subject	(aux+)	Verb	Direct object	Adjunct: adj/adv.
1	The neighbours	had	taken	our suggestion	amiss.
2	Janet		took	everything	too hard.
3	A doctor	has to	put	his patients	first.
4	You	have	cast	your net	wide.
5	The explanation		blows	the myth	sky-high.
6	The writer		sells	his characters	short.
7	The newspapers	won't	play	it	straight.

Notes:

a) Idioms for which the passive transformation is possible have *'pass'* as part of their code, thus:

[v+O+A pass]. The syntactic changes are as follows:

5 The explanation blows the myth sky - high.

The myth is blown sky-high (by the explanation)

Note that idioms may become passive even when the object (as in examples 4 and 7) is part of a larger expression.

b) When the direct object is relatively long and the adjunct relatively short, they can sometimes be transposed:

3 A doctor has to put first his poorer patients and their families.

When the object is itself part of the idiom, however, such transposition is usually not possible:

4* You have cast wide your net.

c) In a few cases the final adjunct (whether adjective or adverb) can be moved into initial position in its own clause:

4 How wide have you cast your net? ⟶ I notice how wide you have cast your net.

2 How hard did Janet take everything?

Possessive Clause Patterns

An important grouping of clause idioms is identified by the grammatical code [possess]. These are 'possessive' idioms in the sense that they make use of the same verbs (principally *get, give* and *have)* as ordinary non-idiomatic sentences concerned with ownership or change of ownership. Compare these two groups of sentences:

John got a brand-new bicycle.
Father gave John a brand-new bicycle.
John now has a brand-new bicycle.

John got a good idea of the problems.
Father gave John a good idea of the problems.
John now has a good idea of the problems.

Here, the second group closely parallels the first in structure and in the choice of verbs; the difference is that the second set contains an idiom:

Get
Give sb ⟶ an idea of sth
Have

The purpose of the following two tables is to show the patterns which underlie the above examples, and to help the user understand how they are related.

[possess] Possessive clause pattern (i)

Sl.No.	Subject	(aux+)	verb: get	Direct object.
1	The leaders		got	a taste of their own medicine.
2	Everybody		gets	a fair share of the cake.
3	That club	is	getting	a bad name.
4	The customer	was	getting	cold feet.
5	The economy		got	a quick shot in the arm.

Notes:

a) The verb *get* (= 'receive', 'acquire') in idioms can often be replaced by *have* (='possess').

There is a closely similar pattern, for some idioms, containing the preposition *with*:

4 The customer had cold feet

The customer with cold feet...

b) *A* corresponding possessive pattern which should be studied carefully is one containing the verb *give,* which takes an indirect as well as a direct object.

As the following table shows, the indirect object in this pattern, (ii) corresponds to the subject of *get* (and of *have* in pattern (i)):

[possess] Possessive clause pattern (ii)

Sl.No.	Subject	(aux+)	Verb	Indirect object	Direct object
1	The voters		gave	the leaders	a taste of their own medicine.
2	The firm		gives	everyone	a fair share of the cake.
3	Drug pushers	are	giving	that club	a bad name.
4	The excess tariff	was	giving	the customer	cold feet.
5	The Chancellor		gave	the economy	a quick shot in the arm.

Note:

By comparing the tables carefully, the student should be able to derive a *give* pattern from *a get* pattern, and vice-versa.

Phrase Patterns

The following tables show the arrangement of constituent words (adjectives, nouns etc) in *four* types of phrase idiom.....

[NP] Noun phrase

Sl.No.	Determiner	adjective	Noun	Prep. phrase / clause
1	a	blue	fit	
2	his	blue-eyed	boy	
3	the	common	touch	
4		easy	terms	
5		either	way	
6	a	false	alarm	
7	a		feather	in one's cap.
8	the	good	things	in life.

Functions of noun phrase idioms:

The commonest functions...are as follows: ⟶

[O (NP)] as the direct object of a clause:

3 He lacks the common touch.

[comp (NP)] as the complement of a clause:

7 It's a feather in your cap.

[Comp/O] as either a complement or object:

2 John's his blue-eyed boy.

They have their blue-eyed boys.

[o (NP)] as the object of a preposition:

4 You can buy the furniture on easy terms.

[Adj P] adjective phrase

Sl.No.	Adv.modifier	adjective	Prep. phrase / infinitive/ clause
1	**all**	right	by me
2	all too	brief	for me
3	as	big	as saucers
4	as	happy	as the day is long
5	absolutely	mad	about football
6	fast	asleep	
7	far too	full	of his own importance
8	not	fit	to wash his feet

Functions of adjective phrase idioms

The commonest function is:

[comp (Adj P)] as complement of a clause:

. They were as happy as the day is long.

7 He's far too full of his own importance.

Occasionally one finds

[Comp/A (Adj P)] as complement or adjunct:

3 Her eyes were as big as saucers.

Her eyes grew as big as saucers.

[Prep p] Prepositional Phrase

sl.no.	preposition	object of preposition		
		det	adj	noun
1	above	one's		station
2	at	one's	own	discretion
3	in	sb's		opinion
4	in	the	ordinary	way
5	in	the	same	way
6	of		good	standing
7	under	his		nose
g	under	your	own	steam

Functions of prepositional phrase idioms

Prepositional phrases have very diverse function:

[A **(Pre P)] as an adjunct modifying a verb:**

2 The police could act at their own discretion.

[Comp/A (Pre P)] as a complement or adjunct:

1 He'd got above his station.

They've educated him above his station.

[Disj (pre P)] **as a disjunct** (a phrase which indicates the speaker's judgement of the value of his statement):

3 In my opinion, the vertebra is compressed.

[Conj (pre P)] as a **conjunct** - a connnecting phrase:

5 Young athletes need support. In the same way (=similarly) young artists need encouragement.

[Adv P] adverbial phrase

Sl.no.	Adv.modifier	adverb	Prep phrase/clause
1	all too	briefly	
2	as	fast	as his legs could carry him
3	far	afield	
4		full	in the face
5	none too	soon	

Function of adverbial phrase idioms

In almost every case adverbial phrases function as **adjuncts** (modifiers of a verb): [A (Adv P)]

1 The concert ended all too briefly.

3 He travelled far afield.

Noun phrase pattern with repeated element

One sub-grouping of phrases contains a repeated element, which may be a noun, adjective, verb, determiner or adverb. Note, for example:

body and soul [n+n non-rev]
fair and square [adj+adj non-rev]
bow and scrape [v+v non-rev]
each and every [det+det non-rev]
hard and fast [adv+adv non-rev]

The salient feature of these combinations is that, in most cases, they cannot be reversed: hence, in the above examples the code *non-rev* (non-reversible). The code *rev* is included in those instances where the nouns etc. can be transposed:

Day and night [...n+n rev]

Examples of the two commonest paterns are tabulated below, with some indication of their possible functions:

[n+n] noun + noun pattern

1	body and soul
2	(the) deaf and dumb
3	day and night
4	head to tail
5	death or glory
6	airs and graces

Functions

When such phrases have a wide range of functions (as subjects, objects and prepositional objects, for example) they are gien the simple code [n+n ...]. Some phrases have a more limited function, and this is shown as follows:

[A (n+n non-rev)]

1 She devotes herself to George body and soul.

3 He plays that damned trumpet day and night.

[adj + adj] adjective + adjective pattern.

1	bright and early
2	free and easy
3	fair and square
4	(all) hot and bothered
5	slow but sure.

Function

The normal function of adj + adj phrases is as the complement of a verb such as *be;* Phrases with this function have the code [adj + adj], as above. When, however, a phrase functions as an adjunct, the coding is:

[A (adj + adj non rev)]

1 Don't forget to wake me bright and early.

APPENDIX -3

QUESTIONNAIRE FOR LECTURERS OF ENGLISH

AT SUDANESE UNIVERSITIES

1. Which areas (fields) of the following language disciplines do you teach / lecture in?

   - Language: Grammar_____ Pronunciation_____ Vocabulary_____
   - Linguistics _____
   - Applied Linguistics _____
   - E.L.T. _____
   - Literature _____

2. a) Are you happy about the emphasis / weightage given to the vocabulary course(s), if any, in the English syllabus you are dealing with?

   Yes_____ No_____ To some extent_____

   b) If your answer is *no*, could you please elaborate as to why you are not satisfied:

3. a) Are you satisfied with the position (place) of the sub-components *idiomatic expressions* & *multi-word verbs* among other contents of vocabulary course (s)?

   Yes_____ No_____ To some extent_____

   b) If your answer is *no*, could you please elaborate as to why you are not satisfied:

4. Could you please mention the recent literature(s) that you have come across on the teaching / learning of idiomatic expressions and multi-word verbs which you would recommend others to use:

5. Are you 4th year general B.A. / B.A. & Ed. students' conversant with the terms *idiomatic expressions and multi-word verbs?*

   Yes_____ No _____

6. If your answer to the above question (Q.5) is *Yes,* can they define them?

a) _____ All of them can

b) _____ Some of them can

c) _____ Only a few can

d) _____ None can

e) _____ Not sure

7. Are your students inclined (a) to use them in their writing and speech_____

Or (b) use some avoidance strategy i.e. such as expressing the meaning in a different way?_____

8. a) Which of the following problems and difficulties your students are most likely to face while learning idiomatic expressions and multi-word verbs?

- The use of the wrong particle and / or preposition with the verb "collocation". _____
- Not being able to understand the multi-word verbs which are also idioms.

_____

- Generally, problems arising from the special nature of multi-word verbs: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on. _____

b) In general, from your experience, what *other* problems and difficulties do your students encounter while learning *idiomatic expressions* and ***multi-word verbs?***

a)

b)

c)

9. Do you think that *idiomatic expressions* (abbreviated as IEX) and *multi-word verbs* (abbreviated as MWV) are important areas of everyday English (language) use?

Yes_____ No_____

If your answer is *Yes,* state clearly their importance for the foreign learners.

a)

b)

10. I. One of the most difficult areas of English for the foreign learners are IEX &MWV.

Yes_____No_____

II. What problems and difficulties you have yourself faced while teaching *idiomatic expressions and multi-word verbs'?*

a)

b)

c)

11. Let us suppose that your students meet this sentence while reading a book or a newspaper *The dealer may round off the price to 600 pounds.*

Have they any difficulty in understanding *round off*?

Yes_____No_____More or less_____

12. Could your students comprehend the "multi-word verb" *put up with* in the following context / *can't put up with this noise*?

Yes_____No_____More or less_____

13. Could they understand for instance, *for good* as meaning *for ever,* in the following context. *He left for good.*

Yes_____No_____More or less_____

14. Do they associate (confuse) idiomatic expressions with proverbs and colloquial language?

Yes_____No_____More or less_____

15. Do you agree that the best way to teach/learn idiomatic expressions (IEX) and multi-word verbs (MWV) is to treat them as new items and try to encourage the learners to guess their meaning from situation and context?

Yes_____ No_____ More or less_____

16. Could I have your comments on the following statements: Please express your opinion by giving a tick mark (✓) in the grid against each statement:

Statements	Strongly Disagree	Disagree	Not sure / Don't know	Agree	Strongly agree
a) The possibility of using the same word/language item with different particles or/and prepositions or words that have already established meaning to form/express new meanings make the processes of information retrieval, recalling the lexical items at will, etc., much easier (i.e language economy and psycholinguistic processing).					
b) There is a frequent demand from those possessing the knowledge of EFL that they must have a command of idiomatic expressions in real life situations.					
c) It is important to change the view which is based on the hypothesis that mastering of idiomatic expressions and multi-word verbs could be restricted only to the native speakers.					

Statements	Strongly Disagree	Disagree	Not sure / Don't know	Agree	Strongly agree
d) The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.					
e) If a teacher/lecturer decides to cover the aspect of MWV systematically the best strategy is probably to concentrate on the particle.					
0 Grouping idioms together, and teaching them together, simply because of some words they have in common (e.g. let the cat out of the bag, rain cats and dogs; lead a dog's life etc) are taught together.					
g) Treating idioms as unusually long words and to teach them as one would teach any new word: that is, they occur in a meaningful context.					
h) Idiomatic expressions and multi-word verbs are some of those areas of language where a well-motivated learner can make giant strides on his own if he is given the right kind of material to work on (including *vocabulary* development exercises).					
i) In learning / teaching of IEX, MWV, the active involvement in the learnin process can be of muc greater benefit to the student than simple memorization.					

17. Would you recommend that there should be a separate course on idiomatic expressions and multi-word verbs in the university syllabus?

Yes_____No_____

Please furnish the following information:

1. Your Name :

2. Faculty :

3. University :

4. Education / Qualification :

5. Lecturing/Teaching experience :

*Thank you very much for your kind co-operation

*RIFAT EISA AW AD (Ph.D. Scholar, Hyderabad Central University, India).

APPENDIX – 4

QUESTIONNAIRE FOR STUDENTS

OF ENGLISH AT SUDANESE UNIVERSITIES

1. Name :
2. Age :
3. Sex : Male Female
4. Religion :
5. Marital Status : Married Unmarried
6. a. State of domicile:_____ b. BirthPlace:_____
7. Nationality : Sudanese Foreign National
8. a) Father's education:_____ Father's occupation: _____
   b) Mother's education: _____ Mother's occupation: _____
9. Mother tongue: Arabic Others (specify) .....
10. Medium of instruction (at school): Arabic English
11. Other languages known: French Germany Others (specify).....
12. Faculty / School of study: Education Arts
13. Programme of study: B.A.& Ed. B.A.
14. Subject of study : English as a major subject / field
    English as a minor subject/ field
15. Years of study of English before University • 6 Years (3 + 3)
    • Others (number of years)

16. Which of the verbs, in the two columns against the following sentences, do you *prefer* to use (tick √ in the appropriate box the verb (s) you have chosen).

No.	Sentences	Verbs			
1	Suharto_____in May 1998	stepped down		resigned	
2	For three days the wind blew hard and strong, but on the 4th day it _____.	diminished		died down	
3	Please _____,I'd like to ask a question before you continue your lecture.	pause		hold on	
4	Fifty states, including Alaska and Hawii, _____the United States.	make up		form	
5	After I spent two hours trying to explain the difficult idea, John finally _____.	caught on		understood	
6	His physical health was so poor that he had to _____smoking and drinking.	stop		give up	
7	When are you going to _____the solution to the problems?	find out		discover	

17. In the following sentences, try substituting the underlined verbal expressions with single-word verbs (which have the same meanings):

a. They can't put up with the increasing of prices.

Single-word verb:_____

b. I have been working so hard that I'm looked forward to a nice, relaxing vacation.

Single-word verb:_____

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

Single-word verb:_____

d. To lose weight, you have to cut down on sugar and other sweet things.

Single-word verb:_____

18. In the above sentences have you found any difficulty in understanding and substituting the underlined verbal expressions?

Yes_____No_____More or less_____

19. When you have opportunities to talk with English speakers or to listen to, or read material in English (such as books, movies, television, etc.), do you use and understand the idiomatic expressions and multi-word verbs you encounter?

Yes_____No_____To some extent_____

20. Which of the following expressions would you use when you are being introduced to another person?

How do you do? _____

Nice to meet you. _____

Glad to meet you. _____

Pleased to meet you. _____

21. What are some very common "idiomatic expressions" and "multi-word verbs" in your own language (Arabic)? Translate them (into English):

a) Idiomatic expression in Arabic:

Translation :

b) Idiomatic expression in Arabic:

Translation :

c) Multi-word verb in Arabic :

Translation :

d) Multi-word verb in Arabic :

Translation :

22 Which of the following problems and difficulties (Areas of errors and mistakes) you most likely face (d) while learning "idiomatic expressions" and "multi-word verbs" of English: (Tick √ your choice(s)).

a) The use of the wrong particle and / or preposition with verb_____

b) Not being able to understand the multi-word verbs which are also idioms

_____

c) Generally, problems arising from the special nature of multi-words verbs (their difficult structural patterns) (e.g. with

pronouns), their special stress patterns and so on. _____

d) Unless you know what an idiomatic expression means you Cannot, as a rule, guess its meaning:
Every word (in the following phrase, for example, *"He'sburnt his boats)* is familiar enough, but the meaning of the phrase cannot be pieced together from the meanings of its parts._____

e) You understand every word in a text and still fail to grasp What the text is all about. _____

f) You do not know whether for example, the words *fall out* as used in / *was pleased with the way things had fallen out* form a unit of meaning (an idiom) or not? _____

23. Do you think that "idiomatic expressions" and "multi-word verbs" are some of those areas of language where a well motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises?

Yes_____No_____Not sure_____

2V. Which of the following books / references are you familiar with?

a) Oxford Dictionary of English Idioms_____

b) Oxford Dictionary of Phrasal Verbs _____

c) Collins COBUILD Dictionary of Idioms_____

d) Collins COBUILD Dictionary of Phrasal Verbs _____

e) Collins Dictionary of English Idioms_____

f) Practice with Idioms (Ronald E Feare 1980)_____

25. Do you feel uncomfortable when you encounter and use "idiomatic expressions" and "multi-word verbs" in speech and writing?

Yes_____No_____To some extent_____

2a The following is a list of some statements, please denote / indicate your opinion by giving a tick mark (√) in the grid against the statement

Statements	Strongly Disagree	Disagree	Not sure / Don't know	Agree	Strongly agree
a) Idiomatic expressions and multi-word verbs are common in every language.					
b) Without command of idiomatic expressions and multi-word verbs, students cannot truly feel comfortable and confident in their efforts to master English thoroughly.					
c) Foreign student should be satisfied when he can express himself in English fluently and grammatically and that there is no need for him to waste time on language "Frills" such as idiomatic expressions and multi-word verbs.					
d) Idiomatic expressions and multi-word verbs are insurmountable obstacles standing in the way of fluent control of language.					
e) Idioms should not be confused with colloquial language or slang.					
f) Idiomatic expressions and multi-word verbs are not something special or sub-standard they are a vital part of the standard language, and as such can hardly be avoided.					
g) Idioms are special form of collocation which will be encountered by every learner.					

2?. Which of the following areas of language and literature you are interesed in:

Grammar ☐ Vocabulary ☐ Pronunciation ☐

Fiction ☐ Poetry ☐ Drama ☐ Any other (specify). . . . . .

Thank you very much for your kind cooperation, RIFAT EISA AW AD

(Ph.D Scholar, Hyderabad Central University, India)

APPENDIX -5.a

PRE-TEST FOR STUDENTS OF ENGLISH AT SUDANESE UNIVERSITIES

(3RD YEAR STUDENTS)

Answer *all the questions* in the spaces provided.

Question 1

a. Passage Completion

Complete the passage choosing the suitable *multi-word verbs* from the following list (the 20 blanks should be filled by all the 20 *multi-word verbs* given in the list):

put up with	give up	carry out	pick (it) up
backed away	rang up	set up	found out
look after	take on	took to	boiled over
answer (me) back	give in	called at	fell out
went for	make up for	ordered about	turned up

The passage:

When war broke out William Smith was called up. He didn't exactly jump at the chance of being a soldier, but he hadn't any choice in the matter. He never really_1_____ being a soldier.

He learnt to_2_____ his rifle and his uniform and to_3_____ orders, but it didn't interest him very much and he was glad when peace was made and he was demobilized.

A week after his return home Mr. White, a friend of his parents and manager of the local hardware shop,_4_____ his house. 'One of my assistants is leaving next week', he said to William. How would you like to_5_____ his job?'

'I don't know anything about hardware', said William. Oh you'd soon 6 _____. It's not difficult. After discussing that with his parents, William accepted and started work at once. He was allowed to bring his dog to the shop with him. 'He'll keep down the rats,' he said to Mr.White.

One day, however, Mr.White was moved to a bigger branch and a new man, Mr.Green, was appointed. Unluckily he had a dog too, a bad tempered animal who 7 _____ William's dog. The customers 8 _____ from the fighting dogs, Mr.Green told William that he must 9 _____ bringing his dog to the shop.

Very soon Mr.Green and William 10 _____ over another matter. You spend too much time talking to customers, Smith, he said. 'But they like talking' said William.

'Don't 11 _____; from now on there is to be less talk and more work. You must 12 _____ the time you've wasted.

I was 13 _____ for five years in the army said William angrily, but I didn't expect to have it in civilian life, and I' m not going to 14 _____ it. William was angry enough about this but when he 15 _____ that Mr.Green was advertising for a new assistant, he 16 _____ with rage.
'I wish I had enough money to 17 _____ on my own', said William sadly.

Strangely enough, soon after, a distant cousin died and left William his chicken farm. William was delighted. He 18 _____ all his friends and said 'I'm taking up chicken farming. Don't buy eggs from anyone but me'.

Next day he 19 _____ at the shop with his dog and said to Mr.Green, 'I want to 20 _____ my resignation'.

(10 marks)

b. Transformation:

(I) **Passive** forms:Transform the following sentences into *passive* (when transformation can not be applied, write *not possible).*

1. The clouds soon cleared away and it became quite warm.

_____

2. Jane arrived after her uncle, who was early.

_____

3. His daughter always looked after him when he was ill.

_____

4. They have let the cat out of the bag.

_____

5. It was raining cats and dogs.

_____

(5 marks)

(II) **Nominalized forms:** Rewrite the following sentences changing the underlined multi-word verbs into nominalized forms (derived noun-forms). When transformation can not be applied, write "not possible".

1. She has started making up her face.

_____

2. The supply of food has broken down.

_____

3. Robert drew out twenty pounds from his savings account.

_____

4. Students are sitting in at the university.

_____

5. Our plane took off very smoothly.

_____

(5 marks)

Question Two: Substitution

Give the meanings of the underlined idiomatic expressions in the given spaces by choosing the suitable definitions / synonyms from the following list:

helped.. .to get over
discuss angrily with
a condition of great excitement
forever
convinced...about
have free time off
informal conversation
to achieve an expected standard
uncommunicative
discuss... with
deceive
kind untruth
pause
discover
to use for one's personal benefit
illegal
advanced to
sensible
family
all the details

diminished
to be careful to
thought constantly about
final annoyance
obtained... from
make plans as sth develops
become responsible for
revealed a secret
clearly stated
repeatedly
have trust in
blame
routine
tolerate
generally
form
resembles
accomplished
risky
invented

1. For three days the wind blew hard and strong, but on the fourth day it died down.

2. Please hold on: I'd like to ask a question before you continue your lecture.

3. I believe in my wife because she always opens up to me and shows her love.

4. In both physical appearance and personality, John takes after his father

5. I can put up with some noise while I'm studying, but I can't accept loud noise.

6. Because he did a very poor job and came up with bad results, his boss felt that he hadn't lived up to his responsibilities.

7. Tom began as a local salesman, but after thirty years with the same company he had worked up to sales manager.

8. Nothing he told me was true; I'm angry that he made up the whole story.

9. You have always carried out your duties well so I am going to give you a raise.

10. I've been working too hard lately; it's time for me to take off a couple of weeks of vacation.

11. If you believe in telling the truth, you should never lead someone on.

12. Fifty states, including Alaska and Hawaii, make up the United States.

13. When you looked into the matter in the library, did you find out any answer.

14. He tried hard to get ahead, so I can't hold his failure against him.

15. The successful student drew pleasure from the fact that he had passed all his exams.

16. When the alcoholic was considering suicide, the helpful psychiatrist pulled him through this difficult period.

17. If you have an American roommate, take advantage of him for carrying on conversations and answering questions.

18. Because I was late to class, I made a point of apologizing to the teacher after class; she appreciated my concern.

19. If you leave the business to your efficient assistant, he'll take charge of it and do a fine job.

20. I was very concerned about my problems; I had them on my mind all the time.

21. At first, the criminal left out part of his crime in his confession, but eventually he brought the whole thing into the open.

22. The unpredictable situation might change at any moment, so we'd better play it by ear as it develops, instead of deciding now.

23. At first he stuck to his own opinion stubbornly, but finally we brought him around to our way of thinking.

24. He wanted to go into the matter more deeply so he asked to talk it over with me next week.

25. Because Alice couldn't hold back her deep anger any more, she decided to open up and have it out with her selfish boyfriend.

26. All three of his children look just like him because they are his own flesh and blood.

27. The movie was so scary that the audience was constantly on pins and needles: they were sitting on the edges of their seats.

28. That older politician is very successful because he knows the ins and outs of government business well.

.....

29. Joe has borrowed money three times without paying me back, and now he wants $50! That's the last straw!

.....

30. When I said I liked her dinner, which really was terrible, I told a white lie because I didn't want to hurt her feelings.

.....

31. At most parties, people socialize by engaging in a lot of informal small talk.

.....

32. Tom had seen the movie three times before, so the outcome was rather cut and dried the fourth time.

.....

33. When the Immigration Service learned that George's wife was not a U.S citizen, it declared the marriage null and void.

.....

34. The heart operation was so difficult that most of the time it was touch and go.

.....

35. To me, the points in his lecture were clear-cut: he was not just full of hot air.

.....

36. The policeman managed to stay level-headed in the confrontation with the armed bank robbers.

.....

37. Tom had second thoughts about sharing his problem with his family, so he decided to remain close-mouthed about it.

.....

38. Even though I've tried many times to repair my car, time and again it won't start.

.....

39. John finally was able to quit smoking for good; he'll never touch another cigarette.

.....

40. By and large. Tom is an easy-going person in almost everything he does.

.....

(20 marks)

QUESTION **NO.3:** ERRORS IDENTIFICATION

Which of the following sentences are correct and which are not: Indicate your answers by ticking (tick √) the correct sentences and crossing (X) the wrong ones, in the given boxes.

1. The student got ahead his school. ☐
2. The student got ahead in school. ☐
3. My friend caught slowly on. ☐
4. The teacher touched quickly on many ideas. ☐
5. The teacher quickly touched on many ideas. ☐
6. The teacher touched on quickly many ideas. ☐
7. A student came up a question. ☐
8. A student's question came up. ☐
9. The president cleared carefully up the problem. ☐
10. The president cleared up it. ☐
11. The lawyer stuck to it. ☐
12. I can tell the twins apart easily. ☐
13. I can tell apart the twins easily. ☐
14. The student found it out quickly. ☐
15. The student found out it quickly. ☐
16. The senator put the bill through Congress. ☐
17. The senator put the bill Congress through. ☐
18. I carefully kept an eye on the child. ☐
19. I kept a careful eye on the child. ☐
20. I carefully kept eyes on the child. ☐

21. I kept careful eyes on the child. ☐

22. Mary put her scholarship to good uses. ☐

23. Mary put her scholarship to good use. ☐

24. I turned it over to my associates. ☐

25. I turned over it to my associates. ☐

26. You should set time aside for a meeting. ☐

27. You should set aside time for a meeting. ☐

28. The manager put his heart or soul into his work. ☐

29. The manager put his heart and soul into his work. ☐

30. The car suffered a lot of wear and tear. ☐

31. The car suffered a lot of tear and wear. ☐

32. The race - car driver had many closer calls. ☐

33. The race - car driver had many close calls. ☐

34. The lecturer's speech was sweet and short. ☐

35. Tom and Jerry had a man-to-man talk. ☐

36. Tom and Jerry had a men-to-men talk. ☐

37. Fatima and Sara had a women-to-women talk. ☐

38. Fatima and Sara had a heart-to-heart talk. ☐

39. Day in and day out, Bob stays at home. ☐

40. Day out and day in, Bob stays at home. ☐

(20 marks)

QUESTION NO. 4 : Multiple - Choice (items).

Choose the idiom, which has the best meaning in the context below, by *drawing a circle round the letter of the correct answer.*

1. An elephant in a circus really_____.
   a. falls through
   b. shows up
   c. stands out
   d. stands in

2. Because San Diego has poor bus system, it is difficult to _____ if you don't have a car.
   a. come about
   b. get around
   c. get ahead
   d. break in

3. Don't leave without me! Please_____.
   a. get ahead
   b. hold on
   c. catch on
   d. fall through

4. I prefer **to**_____one topic in great detail, instead of touching on many topics.
   a. run over
   b. come on
   c. catch on
   d. go into

5. He's so stubborn that he _____ all his opinions.
   a. sticks to
   b. goes without
   c. takes after
   d. sticks for

6. It's hard to _____ in a car when the streets are very crowded.
   a. get ahead
   b. go through
   c. get around
   d. get through

7. Joe tries hard, but he doesn't catch on easily; sometimes it's difficult to _____ him.

a. get through to
b. look forward to
c. try for
d. take after

8. I'll go back to work, when I _____ this sickness.

a. turn into
b. go without
c. get over
d. get about

9. They work hard, and too quickly for me to _____ them.

a. get over
b. look up to
c. work up to
d. keep up with

10. Do you ever fail to do your duties or do you always _____ them?

a. carry out
b. believe in
c. live up to
d. carry in

11. It took many years for me to _____ an important position in my company.

a. keep up with
b. work up to
c. settle down
d. make out

12. Did the policeman _____ the mistake you made?

a. point out
b. take off
c. make up
d. take in

13. I asked him to go to the research center to _____ some information _____ for me.

a. find _____ out
b. look _____ out
c. make _____ up
d. look _____ up

14. A big traffic jam came about when a drunk driver _____ an accident.

a. looked out for
b. brought about
c. brought up
d. came about

15. I understand the first three grammar rules, but please _____ the last rule for me again briefly.

a. fill in
b. get through to
c. touch on
d. touch in

16. After you left France, did you _____ French in school?

a. take up
b. do over
c. engage in
d. take on

17. A four-foot person _____ any where he goes.

a. turns to
b. stands out
c. goes out
d. turns in

18. The parents didn't like yard work so they _____ it _____ their sons.

a. drew _____ from
b. touched _____ out
c. filled _____ in
d. left _____ to

19. The salesman _____ the customer _____ a long discussion.

a. drew _____ from
b. left _____ to
c. engaged _____ in
d. engaged _____ about

20. The bill for our expensive dinner _____ $200.

a. turned to
b. came to
c. took of
d. lent to

21. You shouldn't _____ a serious problem; deal with it as though it were very important.

a. find fault with
b. make light of
c. take charge of
d. keep an eye on

22. I made so many mistakes that I had to _____ my work _____.

a. do_____over
b. put_____to good use
c. play_____by ear
d. lay_____to rest

23. I'm so tired and tied down in my work that I can't _____ my work life and my home life_____.

a. lay_____to rest
b. put_____above
c. tell_____apart
d. do_____over

24. After the debater found fault with his opponent, his opponent completely _____ the debater's criticisms_____and won the debate easily.

a. did_____over
b. pointed_____out
c. pulled_____to pieces
d. put_____above

25. The class was so good that I_____a lot_____it.

a. put_____above
b. got_____out of
c. put_____to use
d. put_____out

26. I want to get the problem off my chest so I'll_____it _____him.

a. have_____out with
b. engage_____in
c. leave_____up to
d. go_____out

27. The engine needed repair because it was _____ too much smoke.

a. drawing from
b. giving off
c. giving away
d. giving up

28. Tom won't buy that old car because it has too much _____ on it.

a. ups and downs
b. odds and ends
c. wear and tear
d. give and take

29. Alone in the house at night with out electricity, I was on _____

a. hear and soul
b. ups and downs
c. pins & needles
d. part and parcel

30. The sixth time he called me at midnight was the _____

a. lost cause
b. last straw
c. hot air
d. big shot

31. The criminal was ignored completely by his own _____

a. big shot
b. old hand
c. flesh & blood
d. part and parcel

32. When it's a matter of _____ I'm usually the one who has to compromise.

a. ins and outs
b. give and take
c. white lie
d. heart and soul

33. Students usually dislike homework because often it's simply too _____.

a. pins & needles
b. last straw
c. cut and dried
d. up and about

34. I hope that the teacher doesn't declare my test _____ because I cheated.

a. hot air
b. null and void
c. last straw
d. free and easy

35. It was the _____ when my neighbor played his stereo loudly for the length time at night.

a. part and parcel
b. last straw
c. ups and downs
d. ins and out

36. He went _____ to put his heart and soul into it.

a. neck and neck
b. first-rate
c. all-out
d. spick and span

37. From his clear-cut answers, I can tell the professor is an _____ at responding to questions from his students.

a. eager beaver
b. in and out
c. old hand
d. all-out

38. That speeding motorist almost didn't see me; that was a _____.

a. hot air
b. close call
c. lost cause
d. big shot

39. An eager beaver will work very hard _____

a. all-out
b. day in&day out
c. now and again
d. first-rate

40. At first I accepted his suggestion, but later I had _____about it.

a. second thoughts
b. heart and soul
c. small talks
d. neck and neck

(20 marks)

Question No.S

A - sentence writing:

Answer each question or statement by using the idiomatic expression in a meaningful, grammatical sentence

1. When might you wish that some noise would die down?

.....

2. To get ahead in life, what do you have to do?

.....

3. How did your desire to learn English come about?

.....

4. What kind of life do you want when you settle down?

.....

5. Whom do you turn to when you have a problem?

.....

6. If you could turn into an animal, which animal would it be?

.....

7. Which parent do you take after? In what way?

.....

8. As a student, you have to put up with many problems. Name one.

.....

9. In your family, who do you look up to?

.....

10. Why do some people make up excuses for their mistakes?

.....

11. What was the most recent task which you put off?

.....

12. Why is it bad to lead someone on?

.....

13. What responsibilities tie you down?

.....

14. What personal habit would you like to give up?

.....

15. What would you hold against a criminal?

.....

16. Who is putting you through school?

.....

17. Have you ever taken unfair advantage of your parents?

.....

18. If you hurt someone, what should you make a point of doing?

.....

19. Why do foreign students sometimes find it difficult to make sense of TV programs in English?

.....

20. When would a person have to get something off his chest?

.....

21. How do you lay your problems to rest?

.....

22. Who do you talk your problems over with?

.....

23. What might you take up with your parents?

.....

24. Which of your flesh and blood do you love the most?

.....

25. In what situation would you be on pins and needles?

.....

26. What was the last close call that you had?

.....

27. Are you an old hand at anything? What?

.....

28. Why do people prefer speeches that are short and sweet?

.....

29. Why should a teacher's explanation be clear-cut?

.....

30. Why is it necessary to study vocabulary time and again?

.....

(15 marks)

Cont - Question 5
B. Paraphrase the following passage:

Sam is a real cool cat. He never blows his stack and hardly ever flies off the handle. What's more, he knows how to get away with things.... Well, of course he is getting on, too.

His hair is pepper and salt, but the knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam's got it made; this is it for him.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(5 marks)

APPENDIX – 5.b
PRE-TEST
TABLE – **104**

STUDENTS' PERFORMANCE ON THE PRT: TOTAL NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

No.	Question-1		No.	Question-2		No.	Question-3		No.	Question-4		No.	Question-5	
1	6	94	1	3	97	1	100	0	1	13	87	1	31	69
2	82	18	2	14	86	2	100	0	2	21	79	2	4	96
3	99	1	3	97	3	3	20	80	3	74	26	3	99	1
4	94	6	4	52	48	4	7	93	4	93	7	4	75	25
5	0	100	5	0	100	5	7	93	5	6	94	5	3	97
6	0	100	6	0	100	6	0	100	6	21	79	6	6	94
7	34	66	7	0	100	7	97	3	7	5	95	7	9	91
9	36	64	8	41	59	8	96	4	8	98	2	8	23	77
9	44	56	9	80	20	9	3	97	9	4	96	9	11	89
10	0	100	10	41	59	10	38	62	10	0	100	10	21	79
11	0	100	11	37	63	11	86	14	11	43	57	11	97	3
12	0	100	12	12	88	12	4	96	12	49	51	12	41	59
13	71	29	13	98	2	13	0	100	13	38	62	13	1	99
14	5	95	14	1	99	14	10	90	14	3	97	14	98	2
15	93	7	15	84	16	15	2	98	15	7	93	15	1	99
16	20	80	16	0	100	16	99	1	16	2	98	16	0	100
17	6	94	17	0	100	17	100	0	17	0	100	17	1	99

18	79	21	18	1	99	18	82	18	18	77	23	18	7	93
19	34	66	19	31	69	19	79	21	19	6	94	19	95	5
20	40	60	20	83	17	20	56	44	20	77	23	20	32	68
Sub total	743	1257	21	0	100	21	58	42	21	16	84	21	0	100
Question 1 - b. 1			22	0	100	22	20	80	22	97	3	22	0	100
1	60	40	23	9	91	23	35	65	23	0	100	23	0	100
2	11	89	24	2	98	24	89	11	24	0	100	24	90	10
3	33	67	25	13	87	25	89	11	25	96	4	25	95	5
4	28	72	26	41	59	26	28	72	26	0	100	26	94	6
5	3	97	27	90	10	27	5	95	27	11	89	27	4	96
Sub total	135	365	28	57	43	28	95	5	28	17	83	28	68	32
Question 1.b.2			29	81	19	29	95	5	29	76	24	29	99	1
1	44	56	30	99	1	30	18	82	30	49	51	30	2	98
2	g	92	31	43	57	31	3	97	31	95	5	Sub total	1107	1893
3	2	98	32	0	100	32	7	93	32	96	4			
4	0	100	33	19	81	33	47	53	33	5	95			
5	31	69	34	0	100	34	11	89	34	11	89			
Sub total	85	415	35	97	3	35	96	4	35	61	39			
			36	0	100	36	87	13	36	6	94			
			37	88	12	37	79	21	37	90	10			
			38	10	90	38	78	22	38	90	10			
			39	81	19	39	12	88	39	5	95			
			40	10	90	40	7	93	40	54	46			
			Sub total	1415	2585	Sub total	1945	2055	Sub total	1512	2488			
									total	6942	11058			
									%	38.57	61.43			

APPENDIX – 6. A

PRACTICE WITH IDIOMS

SELECTIONS OF CHAPTERS: (1, 5, 12, 14, 16)

Chapters 1 and 5 representing intransitive / transitive verbal idioms while 12, 14 and 16 sampling nominal, adjectival and adverbial idioms respectively.

Section I

Chaper I

INTRANSITIVE VERBS WITH PARTICLES:

to die down	to get around	to break in
to come about	to fall through	to catch on
to break down	to hold on	to look on
to get ahead	to open up	to settle down
to stand out	to come up	to show up

I. **GUESSING THE MEANING FROM CONTEXT:**

You can learn a lot about an idiom if you look at the *context* of its use. The meaning of the words around it, and the meaning of the whole sentence, can give you a good idea of the idiom's meaning. You don't need a dictionary to understand the *general meaning* of the idiom.

Try to guess the meaning of each idiom as it is used in the following sentences. Provide either a one-word synonym or a definition.

1. **For** three days the wind blew hard and strong, but on the fourth day it **died down.**

2. I thought John and Mary were happy, but they recently got a divorce; how did it **come about?**

3. My old car has a very bad engine; it will probably **break down** and need repairs.

4. If you want to **get ahead** in life, you have to work hard and save your money.

5. His poor clothes really **stood out** at the meeting because everyone else was wearing a suit and tie.

6. Since you don't have a car or motorcycle, how do you **get around?**

7. **Our** plans for a trip to Europe **fell through** because we hadn't saved enough money for the plane tickets.

8. Please **hold on;** I'd like to ask a question before you continue your **lecture.**

9. **He told** me **all** of his marriage problems, from beginning to end; he really **opened up.**

10. Because several students didn't understand the teacher's ideas, many questions **came up.**

11. While **I** was talking, Tom **broke in** to tell me that he disagreed.

12. After I spent two hours trying to explain the difficult idea, John finally **caught on.**

13. **While** his friends were playing football, poor Joe, who had a broken leg, could only **look on.**

14. At first the students in my class were too noisy, but eventually they **settled down** to work.

15. It's already 10 o'clock and Bill hasn't come yet; if he doesn't **show up** soon, our meeting will fall through.

Now go back to each sentence in this exercise and underline any part of the sentence which helped you to guess the meaning of the idiom. In other words, try to find the *context clues.*

Class discussion:

You probably could guess the meaning of some idioms more easily than others. Decide which idioms were easy to guess and which were difficult. Discuss the importance of context clues in helping you understand the meaning of each idiom.

I. DEFINITION CORRESPONDENCE

Using Exercise Exercise:I to help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Be sure to use *context clues* and to use the correct grammar forms.

to die down	to get around	to break in
to come about	to fall through	to catch on
to break down	to hold on	to look on
to get ahead	to open up	to settle down
to stand out	to come up	to show up

Example:

(to move about*) Most animals get around on four legs.
definition correct answer

(to happen) 1. The newspaper article didn't tell how the accident _____.

(to fail to occur) 2. The planned meeting_____because several members were out-of-town.

(to make progess) 3. He studied very hard in school so that he could_____ in his studies.

(to be noticeable) 4. The tall building_____against the smaller ones.

(to stop working) 5. The workers had to work twice as hard because the large machine had_____.

(to diminish) 6. When the President of the U.S. entered the room, all the noise _____.

(to travel) 7. It is hard for people in wheelchairs to _____ because many buildings don't have elevators.

(to watch) **8.** Many people_____as firemen put out the burning house.

(to arise) **9.** In court, a question_____ about his association with some criminals.

(to finally understand) 10. At first I was confused, but after much explanation, I _____.

(to wait) 11. I asked my friends, who were going out the door, to _____while I got my coat.

(to interrupt) 12. It's very impolite to_____while someone else is speaking.

(to talk honestly) 13. Don't hide your secrets from your wife;_____ and tell her how your unhappiness came about.

(to become calm) 14. If you_____and talk more slowly, I'll be able to understand you better; now you're too upset to think clearly.

(to arrive) 15. When the babysitter_____, my parents went out for dinner.

III. **EXPLANATION OF THE IDIOMS**

You probably have a good idea what each idiom means by now. Study the following explanations so that you can understand them completely.

1. **to die down---to** become more quiet; to diminish, to subside

Usual subjects; *feelings* (excitement, nervousness, anger, love/hatred); *natural events* (storm, wind, fire); *sounds* (music, voices, noises).

My anger at him has **died down** since he apologized to me.

After the storm, the strong winds **died down.**

The loud music **died down** after the police came.

2. **to come about** — to happen, to occur; to be caused

Usual subjects: *events* (accident, death, failure/success, defeat); *situations* (problem, discussion, argument)

This idiom is most often used in a *How-question,* when we want to know the *cause* of something.

How did the automobile accident **come about?**

His success **came about** after he started working harder.

The argument **came about** because they were talking about politics.

3. **to stand out** - to be noticeable, to be prominent; to be clearly seen

Usual subjects: color, tone; figure, shape; people

With this subject, there is a *contrast* with something else.

A very tall man wearing a big hat **stood out** in the crowd of people.

The large black letters on this small white sign really **stand out.**

Joe is so intelligent that he **stands out** in class.

4. **to break down** - to fail to function, to stop working properly

Usual subjects: *machines* (typewriter, engine, air-conditioning);

vehicles (car, truck, plane, train, etc).

The travelers were delayed because the bus had **broken down.**

It would be very regrettable if the air conditioning **broke down** on a very hot day.

5. **to fall through**—to fail to occur, not to happen

Usual subjects: plan, project, arrangement, agreement, contract

If your new contract agreement **falls through,** the workers in your company will go on strike.

The plan for a new park **fell through** because no citizen wanted higher taxes.

The project is so well planned that it couldn't possibly **fall through.**

6. **to get ahead**—to make progress, to succeed

Usual subjects: people

Anyone can **get ahead** in life if he or she really tries hard.

Can a criminal **get ahead** by stealing money from a bank?

The dream of most politicians is to **get ahead** in national politics.

7. **to get around**—to travel, to move about

Usual subjects: *living things* (people, animals); *information* (news, ideas, secret, gossip)

It's difficult for a person with a broken leg to **get around.**

Everyone knows him well; he really **gets around.**

How did my secret **get around** to all my friends so quickly?

8. **to hold on**—to wait, to pause

Usual subjects: people

This idiom is usually used in a polite command form or in indirect speech. It is commonly used when asking someone to wait on the telephone.

Please **hold on;** I'll see if the doctor is in. (polite command)

I asked him to **hold on** before he finally left. (indirect speech)

Unusual: He **held on** before he left.

It is usually followed by a *time expression* such as "a second, a minute".

Please **hold on** a second!

Could you **hold on** a minute? (A question form is possible.)

9. **to open up**—to talk honestly and freely; to reveal a secret

Usual subjects: People

This idiom basically means that one doesn't hide his true feelings.

Their marriage plans fell through because neither one of them could ever **open up** to the other.

In court, you are expected to **open up** about what you know.

10. **to come up**—to arise

Usual subjects: a problem, question, issue

A serious problem came **up** after the project had been started.

Many questions came **up** about the quality of the project.

A political issue **came up** which embarrassed the candidate.

11. **to break in**—to interrupt (someone who is already speaking)

Usual subjects: people

While I was explaining my point of view, he **broke in** to argue with me.

During the regular TV programe, the newsman **broke in** to tell about the recent disaster.

When your teacher is speaking, you shouldn't **break in.**

12. **to catch on**—to finally understand

Usual subjects: people

This idiom means that someone had difficulty in understanding something, but finally was able to understand.

After two hours of trying to learn the new game, he **caught on.**

The lady in the back of the room repeated her question several times but **I** still couldn't **catch on.**

13. **to look on** - to watch, to observe, to be a spectator

Usual subjects: people.

I looked on as they tried to fix the machine which had broken down.

The shopkeeper could only **look on** as the armed robbers stole all of his money.

When people are playing sports, I don't enjoy **looking on;** I would rather play also!

14. **to settle down**—1) to become calm, quiet, or peaceful

2) to begin a normal, stable life

Usual subjects: *living things* (people, animals)

#1—The children **settled down** when their teacher entered.

The barking dogs **settled down** after the loud truck passed by.

#2—Many young people are now getting steady jobs, getting married, and **settling down** in their own homes.

Many people **settle down** in San Diego because of the fine weather.

15. **to show up**—to arrive, to appear

Usual subjects: people

This idiom is often used when someone appears somewhere late.

He finally **showed up** an hour late.

I hope our teacher doesn't **show up** so that we can leave.

Class Discussion:

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to **Exercise I and Exercise II** and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in **Exercise** I?
2. How much better did you do in **Exercise II?**
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?

IV. LEARNING THE GRAMMAR RULES

Part A

Verbs are a part of English grammar which are often used in idioms. Some verbs are called *transitive* because they are followed by an object, which is always a noun phrase. Some verbs are called *intransitive* because they are not followed by an object. Examples:

transitive verb: **to hit**

~~The Child hit the ball~~

Subject verb object

Intransitive verb: **to** go

Mary goes to her favourite restaurant tomorrow.

Subject verb prepositional phrase (p.p) time adverb

1. Can intransitive verbs be followed by other parts of grammar?

_____Yes_____No

2. What other kinds of adverbs could follow an intransitive verb?

In this chapter, verbs which are *intransitive,* because objects do not follow them, are used with words such as *around, on, through,* and *up.* Such words are called *particles* because they cannot be separated from the verbs by adverbial forms (see **Part B,** Set 2, below). A particle joins with an intransitive verb to form an *intransitive verbal idiom.*

Example:

intransitive verb + particle: **to stand out**

A large carnation stood out on his suit.

Subject verbial idiom p.p.

1. Is the verbal idiom followed by an object?

_____Yes_____No

2. Why is a word like *out* called a particle in this idiom?

Part B

Look carefully at the following sets of sentences. Some sentences are correct and some are incorrect. An asterisk (*) means that a sentence is incorrect. Write your best answers to the questions by comparing the sentences.

Set 1

1. *The student got ahead his school.
2. The old man got around with difficulty.
3. • The company fell through its plan.
4. The student got ahead in school.
5. The company's plan fell through.

a. Which sentence is the correct form of #1?

b. Which sentence is the correct form of #3?

c. Circle the correct answers:

1. The verbal idioms in this chapter (can or cannot) be followed by an object.
2. The verbal idioms (can or cannot) be followed by a prepositional phrase.
3. A verb which does not take an object is (transitive or intransitive).

In the incorrect sentences above (#1 and #3), the verbal idioms were followed by objects, which is not possible for intransitive forms. Other parts of grammar, such as adverbs and prepositional phrases, often occur with these verbal idioms.

Set 2

1. *My friend caught slowly on.
2. The chairman showed early up,
3. My friend caught on slowly.
4. *The chairman early showed up.

5. My friend slowly caught on.

6. The chairman showed up early.

a. Which sentences are correct forms of # 1 ?

b. Which sentence is the correct form of #2 and #4?

c. Try to explain why #5 is correct but #4 is incorrect: What is the difference in adverbs?

d. Circle the correct answer:
Words like *early* and *slowly* are called (adjectives or adverbs).

No adverb can be placed between the verb and particle, which shows that the verb and particle are one unit of grammar. Only a *manner* adverb, which tells how something was done (quickly, quietly, slowly), can be placed both before and after the verb + particle, if it ends in *–ly*. A manner adverb such as *well* cannot be placed before the verb + particle. Most adverbs, including time adverbs such as *early*, are placed after the idiom.

My friend caught on *slowly*.	(correct position)
My friend *slowly* caught on.	(correct position)
*My friend *well* caught on.	(incorrect position)
My friend caught on *well*.	(correct position)
The chairman *early* showed up.	(incorrect position)
The chairman showed up *early*.	(correct position)

If you have any difficulty with the grammatical terms used in this section, such as "subject, object, noun phrase," you can refer to the **Appendix** at the end of this book for further explanation.

V. MULTIPLE-CHOICE EXERCISE

Choose the idiom which has the best meaning in the context below. No idiom is used twice as a correct answer.

1. An elephant in a circus really_____.

a. falls through
b. stands out
c. shows up

2. If you weren't so careless, your typewriter wouldn't _____.

a. break down
b. come about
c. break in

3. He tries to_____by studying his lessons everday.

a. die down
b. get around
c. get ahead

4. I'm sorry that our date with each other _____.

a. held on
b. got around
c. fell through

5. If the wind_____, we won't be able to fly our kites.

a. breaks down
b. dies down
c. opens up

6. Do you know how the murder _____?

a. came about
b. pitched in
c. got around

7. Because San Diego has a poor bus system, it is difficult to_____if you don't have a car.

a. come about
b. get around
c. get ahead

8. You have to listen to me carefully if you want to _____.

a. get head
b. catch on
c. come up

9. Many problems_____in our serious discussion.

a. showed up
b. came up
c. opened up

10. When Mary finally_____we were able to leave immediately.

a. got around
b. came about
c. showed up

11. Please_____; you shouldn't get so upset!

a. settle down
b. die down
c. fall through

12. If you have any questions while I'm talking, feel free to_____.

a. lookon
b. come up
c. break in

13. Don't leave without me! Please_____.

a. get ahead
b. hold on
c. catch on

VI. WRITING EXERCISE

Answer each question or statement by using the idiom in a meaningful, grammatical sentence.

1. How do you usually get around?

2. When might you wish that some noise would die down?

3. Explain why a plan might fall through.

4. To get ahead in life, what do you have to do?

5. When your car breaks down, describe what you do.

6. In your home or apartment, what stands out the most?

7. How did your desire to learn English come about?

8. When might you ask someone to hold on?

9. Why is it better to open up if you feel angry?

10. If you don't know the answer to a question which comes up in class, what do you do?

11. Why is it impolite to break in when someone is talking?

12. When a vocabulary word is very difficult, how do you try to catch on?

13. Why do some people only like to look on while others play sports?

14. What kind of life do you want when you settle down?

15. Why should people show up on time for appointments?

Section II

Chapter 5

TRANSITIVE VERBS WITH MOVABLE PARTICLES

to make up	to clear up	to look up
to think over	to put off	to point out
to bring up	to carry out	to talk over
to give away	to bring about	to make out
to try out	to call off	to take off

I. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is used in the following sentences. Provide either a one-word synonym or a definition. Underline the context clues as you are trying to guess the meaning.

1. Nothing he told me was true; I'm angry that he **made up** the whole story._____
2. I'll **think over** your idea carefully before I make a final decision about it. _____
3. If you **bring up** a question in class, I'm sure that your teacher can come up with an answer for you.
4. Sometimes a business will **give** away free samples of their product so that people can learn about it._____
5. Be sure to **try out** a new car before you buy it; look out for problems in advance. _____

6. Many students couldn't catch on, but the teacher **cleared up** the problem by going into a detailed explanation._____

7. He **put off** his work until later, instead of doing it right away._____

8. You have always **carried out** your duties well so I am going to give you a raise. _____

9. How did the accident happen? That man **brought about** the accident when he hit the other car._____

10. The tour organization **called off** the trip because so few people showed up at the first orientation meeting._____

11. I went to the library to **look** up some information to use in my term paper. _____

12. He tried to get through to me by **pointing** out the mistakes in my paper. _____

13. When people open up to each other, they usually **talk** over their problems. _____

14. It was too dark to **make out** the letters on the sign far ahead.

15. I've been working too hard lately; it's time for me to **take off** a couple of weeks of vacation._____

Class discussion:

Decide which idioms were easy to guess and which were not. Discuss the importance of context clues in helping you to understand the meaning of each idiom.

II. DEFINITION CORRESPONDENCE

to make up	to clear up	to look up
to think over	to put off	to point out
to bring up	to carry out	to talk over
to give away	to bring about	to make out
to try out	to call off	to take off

(to consider carefully) 1. You should _____ an important matter before you finally decide on it.

(to distribute freely) 2. The new restaurant _____ prizes to its first 100 customers as an advertising method.

(to accomplish) 3. The spy successfully _____ his assignment in the enemy country, returning safely to his country after it was completed.

(to test) 4. Jeff _____ each machine and the best one soon stood out, so he bought it.

(to postpone) 5. Because a rainstorm was expected, we _____ our baseball game for two days.

(to cause) 6. The child _____ the fire in the house because he played with matches.

(to introduce) 7. We thought our plan was perfect, but at the last moment someone _____ a serious problem.

(to invent) 8. If you_____an excuse for being late to class, the teacher might not believe in your honesty.

(to make clear) 9. At first I couldn't get through to the student, but finally I _____his confusion.

(to discuss) 10. Mary had to_____her travel problems with the airline manager.

(to cancel) 11. The president_____the special meeting because there was no longer any need for it.

(to have free time off) 12. The employee_____the summer to travel with his family.

(to distinguish) 13. With my new glasses I can_____everything much better than before.

(to try to find) 14. He turned to a bigger dictionary to_____the exact definition of the word.

(to indicate) 15. Mr James___many examples of the difficult theory, and soon the confused students caught on.

III. EXPLANATION OF THE IDIOMS

1. **to make up**—1)to invent, to fabricate (a lie)

2)to apply cosmetics

#1 Usual subjects: people

Usual objects: lie, excuse, story, the whole thing

It's a bad habit to **make up** lies about things which you know are wrong; no one will believe you.

He told me a strange story about his illness, and I think that he **made** the whole thing up.

#2 Usual subjects: *people* (actor, clown, woman)

Usual objects: face, nose

Many women like to **make up** their face each morning.

The clown makes up his nose with red paint.

2. **to think over** - to consider carefully, to ponder

Usual subjects: people

Usual objects: plan, suggestion, offer, problem, matter

This idiom is used when the subject doesn't want to make a quick, careless decision.

I wanted to **think over** their plan before I agreed to follow it.

Think over your problems before you finally decide what to do.

3. to bring up—1) **to** introduce, to present, to raise

2) to rear, to raise

#1 Usual subjects: people

Usual objects: question, problem; matter, subject, point

This idiom is very close in meaning **to come up with.**

When you want to go into a subject more carefully in class, you should **bring up** many questions.

When the president **brought up** the energy matter, the committee looked into it carefully.

#2 Usual subjects: *people* (parents, nurse, grandmother, foster home)

Usual objects: child, daughter, son

Parents should **bring up** their children with love and devotion.

Grandmother Johnson **brought up** her little granddaughter when her son and daughter-in-law were lost at sea.

4. **to give away**—1) to distribute freely, to give at no cost

2) to reveal, to tell (a secret)

#1 Usual subjects: people; company, business

Usual objects: prize, gift, sample product; personal possession.

The popular game shows **give away** many prizes and gifts to the contestants on T.V.

In supermarkets, food companies often **give away** samples of their products to customers.

#2 Usual subjects: people

Usual objects: secret, hidden fact

He **gave** my age **away** even though I had told him not to tell anyone.

This fact is my own private matter; you shouldn't have **given away** my secret.

5. **to try out**—to test, to check the function of

Usual subjects: people

Usual objects: *machine* (car, typewriter, television, etc.)

You should always **try out** a car before you buy it so that you can look out for serious problems.

After the secretary **tried out** the typewriter for fifteen minutes she could see that it would soon break down.

6. to clear up—to make clear, to clarify, to remove doubt about

Usual subjects: people; explanation

Usual objects: difficulty, misunderstanding, confusion, problem; matter, point.

When a student cannot catch on to an idea, the teacher should try to **clear up** his misunderstanding.

Jane and I argued for a long time, until a friend **cleared up** our disagreement.

No nurse could understand the doctor's point until he **cleared** it **up.**

7. **to put off**—to postpone, to delay, to defer

Usual subjects: people

Usual objects: matter, decision; meeting, appointment, conference

I want to think over this matter fully, so I'll **put** my decision **off** until next week.

We had to **put off** the meeting because many members could not show up at that time.

The businessman hadn't gotten over his cold so he had to **put off** his appoinment with the company president.

8. **to carry out**—to fulfill, to accomplish

Usual subjects: people

Usual objects: promise, obligation, responsibility; job, duty

This idiom is very close in meaning to **to live up to.**

He carried out all his promises so everyone looked up to him.

To try for a promotion, the office worker **carried out** his responsibilities carefully and thoroughly.

If you want your work to be respected, you have to **carry** it **out** well.

9. to bring about—to cause (to happen)

Usual subjects: people; *situation* (circumstances, plan, problem, etc.)

Usual objects: *situation* (change, accident, illness, etc.)

This idiom is used when someone or something (subject) is the reason why a situation occurred. It is close in meaning to **to come about.**

The new chairman **brought about** a big change in his company's organizational structure.

The bicyclist **brought about** an accident when he suddenly crossed the street in front of a car.

What **brought about** John's illness? I thought he was taking care of himself.

10. to call off—to cancel, to stop

usual subjects: people

Usual objects: meeting, conference; *project* (plan, proposal, deal); *travel* (trip, journey, expedition); marriage, wedding.

We had to **call** the meeting **off** because the chairman was out-of-town.

When his wife didn't get over her illness, Mr.Smith **called off** their trip to Europe.

Bob and Ann **called off** their wedding because they couldn't clear up their differences of opinion.

11. **to look up**—to try to find, to search for

Usual subjects: people

Usual objects: *information* (Tact, detail, word; address; numbers); people

He **looked up** the necessary facts in the law book.

Students use dictionaries in order to **look up** vocabulary definitions.

When I visited New York, **I looked up** my old high school friend who lives there.

12. **to point out**—to explain; to indicate

Usual subjects: people

Usual objects: aspect, truth, fact; law; argument

The teacher **pointed out** other facts which had been left out of the discussion.

The policeman **pointed out** several driving laws I had violated.

The lawyer **pointed out** some arguments which brought up doubt about the man's innocence.

13. **to talk over**—to discuss (fully); to consider

Usual subjects: people

Usual objects : matter, problem, question; project, plan; things

The principal **talked over** the student problem with the teacher.

The corporation members **talked** the plan over for some time.

To clear up a marital problem, husband and wife should **talk** things **over.**

14. **to make out**—1) to distinguish, to manage to see

2) to complete, to fill out (a form)

#1 Usual subjects: people

Usual objects: *things which are hard to see* {figure, shape, cars in fog).

It was very foggy so it was hard to **make out** the figures of people walking on the side of the road.

In the distance I could **make out** the outlines of cows walking on top of a hill.

#2 Usual subjects: people

Usual objects : application, form, questionnaire; check, order

The bank looked up his account number so that he could **make out** the check request form correctly.

To apply for a credit card, you have to **make out** this application form.

15. **to take off**—1) to remove

2) to have free time off

#1 Usual subjects: people

Usual objects : coat, hat, clothes

When my guest showed up, they entered and **took off** their coats.

I like to take off my shoes when I'm at home.

#2 Usual subjects: people

Usual objects : *period of lime* (day, week, month); holiday, vacation

I had gone without a vacation for too long, so finally I **took** two weeks **off.**

He took off the summer to write a new novel.

Class discussion:

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to Exercise I and Exercise II and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in Exercise I?

2. How much better did you do in Exercise II?

3. Are there any idiom meanings which are still not clear to you?

4. Is there anything you have noticed about the grammatical usage of these idioms?

IV. LEARNING THE GRAMMAR RULES

Part A

All of the idioms in this chapter are composed of a *transitive verb + movable particle.* The verb is transitive because a noun phrase must be used as an object.

Example:

transitive verb + movable particle: to clear up

The President	cleared up	the problem
subject	verbal idiom	object

1. Are the transitive verb and particle connected in:

   a) meaning b) grammar c) both meaning and grammar?

2. In the preceding section, did you discover another place to put the particle? Where?

Part B

Look carefully at the following sets of sentences. Some are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. The president cleared up the problem carefully.
2. The president cleared carefully up the problem.
3. The president cleared the problem up carefully.
4. The president cleared up carefully the problem.
5. The president carefully cleared up the problem.

a. What is the difference between sentences #1 and #3?

b. Fill in the appropriate answers:

With the idioms in this chapter, the_____may be placed before or after the _____.

c. Which sentence is another correct form of #1 and #3?

d. Where is it *wrong* to place an adverb?

With the idioms in this chapter, the particle may be placed on either side of the object, but not anywhere else in the sentence. An adverb may *not* be placed between the verb + particle or between the particle and object because the verb + particle are connected in both meaning and grammar.

The president cleared *up* the problem carefully.	(correct position)
The president cleared the problem *up* carefully.	(correct position)
The president *carefully* cleared up the problem.	(correct position)
The president cleared *carefully* up the problem.	(incorrect position)
*The president cleared *carefully* the problem up.	(incorrect position)

Set 2

1. The president cleared up the problem.
2. *The president cleared up it.
3. The lawyer stuck to his argument.
4. The lawyer stuck to it.
5. The president cleared it up.
6. The lawyer stuck it to.

a. What is the difference between the idioms in sentences #1 and #3?

b. Circle the correct answers:

   1. In the idiom **clear up,** *up* is a (particle or preposition)
   2. In the idiom **stick** to, *to* is a (particle or preposition)

c. Which sentence is the correct form of #2

d. Which sentence is the correct form of #6?

e. Compare sentences #4 and #5. What can you say about the use of pronouns with transitive verbs and particles?

You must be very careful not to confuse the grammar of intransitive verbs with prepositions, and transitive verbs with particles.

Compare:

a. *Transitive verb with particle*

I held the meeting *up.*	(particle can be placed
I held *up* the meeting	before or after object)
* I held *stubbornly* up the meeting	(impossible position)

b. *Intransitive verb with preposition*

I stuck *to* my opinion.	(preposition can only be
*I stuck my opinion *to.*	placed before noun phrase)
I stuck *firmly* to my opinion.	(possible position)

The general rule for pronouns is that they always *precede* particles, but always *follow* prepositions.

Particle:

The president cleared *it* up.	(correct position)
The president cleared up *it.*	(incorrect position)

Preposition:

The lawyer stuck to *it.*	(correct position)
*The lawyer stuck *it* to.	(incorrect position)

V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter, or a previous one, which has the best meaning in the context below. No idiom is used twice as a correct answer. Be very careful about the grammar rules which you have learned.

1. Do you ever fail to do your duties or do you always _____ them?

   a. believe in
   b. live up to
   c. carry out

2. When the noise_____, I began to speak.

   a. broke in
   b. went without
   c. died down

3. I tried to get through to him, but I couldn't _____his misunderstanding.

   a. work up to
   b. catch on
   c. clear up

4. I hated to_____my stereo, but I had to sell it to stick to my budget.

   a. part with
   b. did without
   c. go through

5. When you _____your home life, can you look up to your parents for the way they raised you?

   a. look out for
   b. go into
   c. look back on

6. It took many years for me to_____an important position in my company.

   a. keep up with
   b. work up to
   c. settle down

7. Did your committee_____the problem carefully before deciding on it?

a. get over
b. talk over
c. touch on

8. Although he_____the best job available, he only worked up to assistant.

a. part with
b. get ahead
c. tried for

9. The soldiers stopped fighting and just_____as the planes dropped bombs on the enemy ahead.

a. broke in
b. tried out
c. looked on

10. The teacher is reading his lecture too quickly so I can't_____his ideas.

a. catch on
b. keep up with
c. hold on

11. There's too much noise here for me to study; I can't_____**it.**

a. go through
b. think over
c. put up with

12. Did the policeman_____the mistake you made?

a. point out
b. take off
c. make up.

VI. WRITING EXERCISE

Answer each question by using the idiom in a meaningful, grammatical sentence.

1. Why do some people make up excuses for their mistakes?

2. Why would the President think over an important problem before making a decision?

3. If you had children, how would you bring them up?

4. What kinds of gifts do T.V. game shows give away?

5. Why do people try things out before they buy them?

6. How can a teacher clear up a student's mistake?

7. What was the most recent task which you put off?

8. Why should students carry out their assignments completely?

9. What problems might bring a revolution about?

10. For what reason would you have to call off a party?

11. Where would you look up the location of a city?

12. Who do you talk over your problems with?

13. In a hospital, who can point out the cause of your illness?

14. When is it difficult to make a traffic sign out?

15. When is the next time that you can take off a week or more from school?

Section

III NOMINAL, ADJECTIVAL AND ADVERBIAL IDIOMS

Chapter 12

Nominal Forms:

Pairs of Nouns

flesh & blood heart & soul part & parcel wear & tear pins & needles

odds & ends rank & file ups & downs give & take ins & outs

1. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is used in the following sentences. Provide either a synonym or a definition. Underline the context clues which help you to guess the meaning.

1. All three of his children look just like him because they are his own **flesh and blood.**_____

2. The volunteer was so dedicated to the politician that he put his **heart and soul** into all his work._____

3. Tom's quick temper is **part and parcel** of his personality; he was born with it and will never change._____

4. After 100,000 miles, my car has suffered a lot of **wear and tear,** especially on the old engine._____

5. The movie was so scary that the audience was constantly on **pins and needles;** they were sitting on the edges of their seats._____

6. Before going on vacation, Joe had quite a few odds **and** ends to take care of, like loan payments and various errands._____

7. Although the supervisors and managers received salary increases, the **rank and file** didn't._____

8. Marriages cannot always be perfect; every couple should expect some ups **and** downs._____

9. If the couple believes in give and take, they can solve most of their disagreements._____

10. That older politician is very successful because he knows the **ins and outs** of government business well._____

Classic discussion:

Decide which idioms were easy to guess and which were difficult. Consider the importance of context clues in your decisions.

II. DEFINITION CORRESPONDENCE

Using **Exercise I** to help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Be sure to use context clues and to use the correct grammar forms.

flesh & blood	heart & soul	part & parcel	wear & tear	pins & needles
odds & ends	rank & file	ups & downs	give & take	ins & outs

(Cooperation) 1. A successful relationship between business partners depends on _____ on decisions.

(family) 2. Of course Tom is a prominent lawyer like me; he's my own _____, isn' he?

(basic part) 3. Facing danger and risking life are _____ of a policeman's job.

(damage) 4. Because they have seven active children, their furniture gets a lot of _____.

(difficulties) 5. The unlucky actor could only get a few good movie roles; his life was full of _____.

(all the details) 6. To be successful as a businessman, you have to know the _____ of the business world.

(excitement) 7. We were on _____ waiting to know whether we would have a baby boy or girl.

(ordinary people) 8. Rich people get many tax deductions; it's the _____ who suffer the most.

(full energy) 9. The student wanted so much to graduate that all of his _____ into his difficult studies.

(various items) 10. Before taking a lunch break, the secretary had some _____ to finish up quickly for her boss.

III. EXPLANATION OF THE IDIOMS

1. **flesh and blood—one's** family or blood relatives; kin

This idiom is preceded by a possessive pronoun, and often by the word *own.*

In a disaster, people take care of their own **flesh and blood** before helping their neighbors.

Of course I'm proud of my daughter; she's my own **flesh and blood.**

2. heart and soul—one's entire energy, all of one's efforts

The idiom usually occurs with the verbal idiom **put into,** and is preceded by a possessive pronoun.

If you put your **heart and soul** into your work, you'll succeed.

The opera singer put her **heart and soul** into the difficult performance.

3. **part and parcel—a** basic part, an integral portion

No article precedes this idiom; the verb *be* is usually used.

Profit-making is **part and parcel** of all business activities.

Why does poverty have to be **part and parcel** of life in undeveloped countries?

Sally's selfishness is **part and parcel** of her real character.

4. **wear and tear—damage,** deterioration caused by frequent use

This idiom is often used in reference to machines; a quantity word usually precedes the idiom.

When I rented out my piano to a stranger, its suffered some **wear and tear.**

My car has received a lot of **wear and tear** from driving to work everyday.

Joggers always put much **wear and tear** on their running shoes.

5. **pins and needles—a** condition of great excitement or nervousness.

This idiom is usually preceded by *on;* the verb *sit* is commonly used when the idiom means *nervousness.*

The scary lightning and thunder storm had me on **pins and needles** all evening; it was fun!

Waiting for the important job interview, Mary sat on **pins and needles.**

6. **odds and ends**—various items; different tasks

This idiom is not preceded by an article; the adjective *some* or *various* often precedes it.

John made a fast dinner by using some **odds and ends** from the night before.

The reporter discovered the political crime because he had gathered various **odds and ends** of secret government information.

I did some **odds and ends** around the house before I turned on the TV.

7. **rank and file**—common workers; ordinary people

This idiom is usually used with a definite article, and sometimes is used as a compound noun form.

The **rank and file** in the factory wanted higher wages.

The **rank and file** in the U.S. are generally uninvolved in world affairs.

The **rank-and-file** employees went on strike for shorter hours and longer vacations.

8. **ups and downs**—good and bad times; difficulties

This idiom includes both bad and good periods of life, but it is only used during bad times. A possessive pronoun often precedes it.

The business had its **ups and downs** before it really became successful.

All married couples have their **ups and downs,** but they usually survive.

9. **give and take**—cooperation, compromise, concession

This idiom means that two or more people must share in making decisions in which an exchange of ideas or compromise is involved. No article is used.

If married couples don't believe in **give and take,** then they will suffer ups and downs.

Give and take is part and parcel of living closely with several roommates.

10. **ins and outs**—all the details, the important parts

A definite article is used with this idiom.

The corporate president knows all the **ins and outs** of the business world, both good and bad.

Students must learn all of the **ins and outs** of succeeding in school in order to do well.

Class discussion:

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to **Exercise I** and **Exercise II** and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in **Exercise I?**
2. How much better did you do in Exercise **II?**
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?

IV. LEARNING THE GRAMMAR RULES

Part A: The nominal idioms in this chapter are formed from different parts of grammar, such as verbs, prepositions and real nouns. These idioms can be used as subjects, objects, or as noun phrases after prepositions.

Examples:

Ups and downs are a part of life. (prepositions)
subject

The athlete put his heart and soul into it. (nouns)
object

Marriage is a matter of give and take. (verbs)
noun phrase

1. What word is used to join the verbs, prepositions, and nouns?

2. What is the difference between the first idiom above and the other two idioms?

Part B: Look at the following sets of sentences. Some sentences are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. The manager put his heart and soul into his work.

2. The manager put his heart or soul into his work.

3. *The car suffered a lot of tear and wear.

4. The car suffered a lot of wear and tear.

a. How does sentence #2 differ from #1 ?

b. How does sentence #3 differ from #4?

With these idioms, the pair of forms can only be joined by the conjunction *and.* In addition, the order of the forms is fixed. The two words *cannot* exchange position in any situation.

The manager put his *heart and soul* into his work.	(correct conjunction)
The manager put his *heart or soul* into it.	(incorrect conjunction)
The car suffered a lot of *wear and tear.*	(correct order)
The car suffered a lot of *tear and wear.*	(incorrect order)

Set 2

1. I accomplished many odds and ends.

2. *I accomplished an odd and end.

3. These people are my flesh and blood.

4. These people are my fleshes and bloods.

a. What do sentences #1 and #2 tell you about plural nominal forms?

b. What do sentences #3 and #4 tell you about singular nominal forms?

It is also important to remember that the singular forms can never be made plural and, likewise, that the plural forms cannot be made singular.

I accomplished a lot of *odds and ends.*	(correct plural form)
*I accomplished an *odd and end.*	(incorrect singular form)
These people are my *flesh and blood.*	(correct singular form)
•These people are my *fleshes and bloods.*	(incorrect plural form)

Regardless of whether the idioms were formed from verbs, prepositions, or nouns, the pairs of forms joined by *and* are considered to be real *noun forms.* This fact, along with the fact that these forms have special meanings, is why we call them idioms.

V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter which has the best meaning in the context below. No idiom is used twice as a correct answer. Be careful about the grammar rules which you have learned.

1. Tom won't buy that old car because it has too much_____ on it.

a. ups and downs
b. odds and ends
c. wear and tear

2. My._____ were very kind to me when I was seriously ill.

a. heart and soul
b. rank and file
c. flesh and blood

3. The criminal knows the _____of successful robberies.

a. part and parcel
b. ins and outs
c. ups and downs

4. Reaching a difficult agreement is a matter of _____

a. give and take
b. odds and ends
c. part and parcel

5. Alone in the house at night without electricity, I was on_____

a. heart and soul
b. ups and downs
c. pins and needles.

VI. WRITING EXERCISE

Please answer each question or statement by using each idiom in a meaningful, grammatical sentence.

1. Which of your flesh and blood do you love the most?

2. What work do you put your heart and soul into?

3. What bad actions are part and parcel of war?

4. How do people put wear and tear on their cars?

5. In what situation would you be on pins and needles?

6. What kinds of odds and ends do housewives do around the house?

7. Why are the rank and file important in any country?

8. How do psychiatrists help people who have bad ups and downs?

9. Suggest a reason why marriage is a matter of give and take.

10. Why is it important to know the ins and outs of your work or job?

Chapter 14

Adjectival Forms:

Pairs of Adjectives

cut & dried	fair & square	few & far between	free & easy	null & avoid
spick-&-span	short & sweet	neck & neck	up & about	touch & go

I. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is sued in the following sentences. Provide either a synonym or a definition. Underline the context clues which help you to guess the meaning.

1. Tom had seen the movie three times before, so the outcome was rather **cut and dried** the fourth time._____

2. In the difficult court case, the judge's decision was **fair and square** for both sides._____

3. It takes me a long time to save enough money for a nice vacation, so such trips are **few and far between** for me._____

4. Workers who are not at all eager beavers have a work attitude which **free and easy.**_____

5. When the Immigration Service, learned that George's wife was not a U.S. citizen, it declared the marriage **null and void.**_____

6. The maid took a long time to make the dirty kitchen **spick-and span.** _____

7. The politician's speech was surprisingly short **and sweet;** it only lasted ten minutes._____

8. Three of the race horses were **neck and neck** all the way to the finish line._____

9. The 40-mile swim put a lot of wear and tear on the swimmer's body, but after a day's rest she was **up and about** as usual._____

10. The heart operation was so difficult that most of the time it was **touch and go.** _____

Class discussion:

Decide which idioms were easy to guess and which were not. Consider the importance of context clues in your decisions.

II. DEFINITION CORRESPONDENCE

Using **Exercise** I help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Bu sure to use context clues and to use the correct grammar forms.

cut & dried fair & square few & far between free & easy null & avoid
spick-&-span short & sweet neck & neck up & about touch & go

(without delay) 1. The chess game was _____ because the champion beat the challenger easily.

(in good health) 2. I hope that he's_____quickly after his serious illness ends.

(illegal) 3. Although the President made his own decision, the Supreme Court declared it_____and said that Congress had to decide.

(honest) 4. Although I would have preferred to tell a white lie, my answer to her was very_____.

(boring) 5. I dislike any activity which is_____because I prefer to be on pins and needles.

(uncertain) 6. The weather kept changing so our weekend plans were _____until Saturday morning.

(very clean) 7. The Health Department expects every public restaurant to be_____.

(close together) 8. The two best runners in the track meet were _____for most of the race.

(unworried) 9. Young people tend to have a more_____ attitude towards life than older people.

(infrequent) 10. The office worker hardly made enough money to buy groceries, so his visits to restaurants were_____.

III. EXPLANATION OF THE IDIOMS

1. **cut and dried**—obvious, routine, straightforward

The idiom is composed of two past participle forms, and is usually preceded by the verb *be, seem,* or *appear;* it can also be preceded by *make* and an object.

My weekend of steady work in the yard of my house was rather **cut and dried.**

Many political elections seem rather **cut and dried** because most politicians are full of hot air.

The repetitiveness of my job on the assembly line makes it very **cut and dried.**

2. **fair and square**—honest, straightforward

This idiom is usually preceded by the verb *be,* and sometimes the verbs *seem* and *appear.*

Joe is **fair and square** with all his friends because fairness is part and parcel of his personality.

Now that I am older, my parents' decisions appear **fair and square** than they did before.

The new contract settlement seemed **fair and square** to the rank and file in the factory.

3. **few and far between**—rare, infrequent

This idiom is also used most commonly with *be, seem* and *appear,* which always occur in the plural form.

Fortunately, attempts to kill U.S. Presidents are **few and far between.**

If ups and downs in your life seem few **and far between,** then you are a lucky person.

4. **free and easy**—unworried, carefree

Besides being used with the three common verbs mentioned above, this idiom can also precede a noun form, and in this case hyphens (-) are used.

If young people seem **free and** easy with their money, it's because they have a **free-and-easy** attitude towards life.

Playboys and the very rich tend to be free **and** easy about everything.

5. **null and void**—illegal, invalid.

This idiom is used with the three common verbs mentioned with the verb *declare* and an object. It always refers to some official action or decision.

If teenagers get married without parental consent, their marriage is probably **null and void.**

The appeal court declared the lower court's decision **null and void.**

6. **spick-and-span**—very clean, very neat

This idiom is used with the three common verbs mentioned above and can also occur with *make* and an object. It refers to the cleanliness of places, not people.

The hospital operating room always has to be **spick-and-span.**

The restaurant appeared **spick-and-span** through the windown, but some corners were quite dirty.

The maid was an old hand at making the house **spick-and-span** quickly.

7. **short and sweet**—without delay, brief

This idiom can be used with *be,* or *make* and an object. The word *sweet* in this idiom suggests that the shortness is preferred by someone.

I was quite relieved that the politician's speech was **short and sweet**, and not full of hot air.

The students appreciated the fact that the teacher made the exam **short and sweet.**

8. **neck and neck**—close together, even (in a race)

This idiom can be used with the three common verbs, *be, seem,* and *appear.* The appropriate context would be some kind of race between people, animals, or sometimes vehicles.

The two long-distance runners were **neck and neck** in the last part of the marathon.

The two race boats seemed **neck and neck** as they rounded the final curve.

The three lions were **neck and neck** as they chased after the faster animal.

9. **up and about**—in good health; active after an illness

This idiom is used only with the verb *be.* It refers to the ability to move around after being limited by illness or injury.

It feels good to be **up and about** after a week of being indoors with the flu.

The heart operation restricted him to the hospital for several weeks, but now he's **up and about** and as active as ever.

10. **touch and go**—risky, uncertain

This idiom is used most often with *be.* It is used when the result or outcome of a situation cannot be predicted until the very end, and when a change in the situation could occur at any time.

The peace negotiations between the two warring countries were **touch and go** until both sides were satisfied with the give and take.

The results of the important election were **touch and** go until the last votes were in and counted.

The serious operation was **touch and go** as new complications arose and were solved.

Class discussion:

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to **Exercise** I and **Exercise II** and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in Exercise **I?**
2. How much better did you do in Exercise **II?**
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?

IV. LEARNING THE GRAMMAR RULES

Part A

The adjectival idioms in this chapter are formed from different parts of grammar, such as prepositions, verbs, nouns, and real adjectives.

Examples:

The judge's decision was quite ~~fair and square~~. (adjectives)

The heart operation was ~~touch and go~~. (verbs)

The race was ~~neck and neck~~ all the way. (nouns)

Mary will be ~~up and about~~ in two weeks. (prepositions)

1. What word is used to join the two parts of each idiom? Do you think that another word could be used?

2. Which verb is most often used with these adjectival idioms?

Part B

Look at the following sets of sentences. Some sentences are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. The judge's decision was quite fair and square.

2. The judge's decision was quite fair or square.

3. The lecturer's speech was short and sweet.

4. The lecturer's speech was sweet and short.

5. The hotel's kitchen was very spick-and-span.

a. How does sentence #2 differ from #1?

b. How does sentence #4 differ from #3?

c. What makes the idiom spick-and-span different from the other idioms in this chapter?

With these idioms, the pair of forms can only be joined by the conjunction *and.* In addition, the order of the forms is fixed. The two words *cannot* change position in any way.

The judge's decision was quite *fair and square.* (correct conjunction)

* The judge's decision was quite *fair or square.* (wrong conjunction)

The lecturer's speech was *short and sweet.* (correct order)

The lecturer's speech was *sweet and short.* (incorrect order)

Set 2

1. Our vacations were few and far between.
2. *We had few-and-far-between vacations.
3. Joe's attitude towards work was free and easy.
4. Joe had a free-and-easy attitude towards work

a. How has the idiom in sentence #1 changed in #2?

b. What is the difference between the two idioms in the sentences above?

With some idioms in this lesson, the adjective form may be placed before the noun if hyphens (-) are used; in other cases, this is not possible.

Regardless of whether the idioms were formed from verbs, prepositions, nouns, or real adjectives, the pairs of forms are considered to be real *adjective forms.* This is one why they are called idioms.

V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter, or the previous two chapters, which has the best meaning in the context below. No idiom is used twice as a correct answer. Be careful about the grammar rules which you have learned.

1. Students usually dislike homework because often it's simply too_____.

   a. pins and needles
   b. last straw
   c. cut and dried

2. If you're too_____with your money now, you'll have nothing saved for your old age.

   a. big shot
   b. free and easy
   c. spick-and-span

3. If you tell too many_____, it will become a habit, and no one will ever believe you.

   a. white lies
   b. second thoughts
   c. fair and square

4. The_____on my car makes it necessary for me to sell it very cheaply-

   a. close call
   b. ups and downs
   c. wear and tear

5. I hope that the teacher doesn't declare my test_____because I cheated.

   a. hot air
   b. null and void
   c. last straw

6. A free-and-easy worker can never be an_____.

   a. old hand
   b. eager beaver
   c. ins and outs

7. The close soccer game was_____until thirty seconds before the end of the game.

a. touch and go
b. give and take
c. neck or neck

8. John enjoys serious discussion more than_____.

a. heart and soul
b. small talk
c. hot airs

9. It was amazing that she was_____so soon after her incident.

a. lost cause
b. up and about
c. spick-and-span

10. It was the_____when my neighbor played his stereo very loud for the fourth night in a row.

a. part and parcel
b. ups and downs
c. last straw

VI. **WRITING** EXERCISE

Please answer each question by using the idiom in a meaningful, grammatical sentence.

1. What kinds of books do you usually find cut and dried?

2. Why should a judge be fair and square in his decisions?

3. Which of your activities are few and far between?

4. Do you put your heart and soul into your work or are you free and easy about it? Why?

5. Why are some old laws declared null and void as time passes?

6. Is your house or apartment spick-and-span or is it in average condition?

7. Why do people prefer speeches that are short and sweet?

8. Why are races more interesting if some racers are neck and neck?

9. Would you prefer to be resting in bed or would you prefer to be up and about? Why?

10. When could an international crisis be touch and go?

Chapter 16

Various Adverbial Forms

time and again | day in and day out | now and again | for now | for good

little by little | all at once | sooner or later | high and low | by and large

I. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is used in the following sentences. Provide either a synonym or a definition. Underline the context clues which help you to guess the meaning.

1. Even though I've tried many times to repair my car, time and again it won't start.

_____

2. She never has time to take a vacation; she's busy with her work **day** in **and day out**._____

3. My old friend used to visit me now **and** again on some weekends, but lately her visits have been few and far between._____

4. **For now** we'll go to work by bus, but soon we'll have to buy a car for convenience._____

5. John finally was able to quit smoking **for good;** he'll never touch another cigarette._____

6. John hadn't been able to do it suddenly; he had to control his smoking desire **little by little.**_____

7. On the other hand, some people are able to quit **all at once** and never consider the idea of smoking again.

8. Although people would like to live forever, everyone has to die **sooner or later.** _____

9. When I lost my keys, I had to look **high and low** before I finally found them. _____

10. **By and large,** Tom is an easy-going person in almost everything he does. _____

Class discussion:

Decide which idioms were easy to guess and which were not. Consider the importance of context clues in your decisions.

II. DEFINITION CORRESPONDENCE

Using **Exercise I** to help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Be sure to use context clues and to use the correct grammar forms.

time and again | day in and day out | now and again | for now | for good
little by little | all at once | sooner or later | high and low | by and large

(eventually) 1. David really doesn't want to make an all-out effort to find a job, but_____he knows that he'll have to.

(everywhere) 2. When the rainy season started, Mary had to look_____ for her umbrella, which was hidden in the back of a closet.

(permanently) 3. The famous actor thinks he's so great that he'll probably be stuck-up_____.

(daily) 4. I really dislike having to drive to work in the heavy rush-hour traffic_____.

(occasionally) 5. _____I take the bus to work so that I don't have to worry about the traffic, but it takes longer!

(suddenly) 6. The sun was shining just a few minutes ago, but_____a bad storm came into the area.

(generally) 7. _____, you'll live longer if you try to be more easy-going about life.

(temporarily) 8. _____I'll have to stay at home because of my injured leg, but soon I'll be up and about as usual.

(repeatedly) 9. Some people are so full of hot air that they tell the same ideas to the same people_____.

(gradually) 10. The patient's serious condition was touch and go for quite a while, but_____it began to improve.

III. EXPLANATION OF THE IDIOMS

1. **time and again**—repeatedly

Related forms: over and over; again and again

Time and again he tried to act like a big shot, but each time we ignored him.

Bill likes to tell white lies **time and again** as excuses for his mistakes.

2. **day in and day out**—daily, continuously

Related forms: day after day; year in and year out (for longer periods)

Housewives who have nothing else to do watch the same TV shows **day in and day out.**

I dislike my neighbours because **day in and day out** they play their stereo loudly.

3. **now and again**—occasionally

Related forms: on occasion; once in a while; from time to time; (every) now and then; every so often; off and on; at times

Don't confuse this idiom with **time and again.**

Now and again Larry and his wife go out to dinner at an expensive, first-rate restaurant.

It's nice for fathers to have man-to-man talks with their sons **now and again.**

4. **for now**—temporarily

Related forms: at the moment; for the time being

This idiom suggests that a change will occur some time soon.

Although I have second thoughts about your plan, I'll accept it **for now.**

For now we should assume that it's not a lost cause, but the situation easily might become worse.

5. **for good**—permanently, forever

Related forms: once and for all; for keeps; from now on

After the drunk driving arrest, Mr. Jones quit drinking **for good.**

When Bill graduated from college, he was glad that his studies were finished **for good.**

6. **little by little**—gradually

Related forms: by degrees; step by step

Little by little, the foreign student improved his English abilities.

Joe's love for his girlfriend continued to increase **little by little.**

7. all at once—suddenly

Related forms: all of a sudden; in a flash

All at once the soldiers attacked the enemy to surprise them.

The audience in the theater laughed at the actor's mistake **all at once.**

All at once the rainstorm turned into a snowstorm.

8. **sooner or later**—eventually

Related forms: in the long run; in time; in due course

Sooner or later all big shots lose their power and become small fries.

Even if you are suffering ups and downs, things will improve **sooner or later.**

9. high and low—everywhere

Related forms: here and there; far and wide; far and near

Jeff had to look **high and low** before he could find his old high school yearbook.

The restaurant kitchen was so spick-and-span that the health inspector had to search **high and low** to find some dust.

10. **by and large**—generally

Related forms: in general; as a rule; all in all; on the whole

By and large, Americans are rather easy-going people.

I don't like sour fruit like lemons **by and large.**

By and large, Bill stays in bed late on the weekends.

Class discussion:

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to **Exercise I** and **Exercise II** and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in **Exercise I?**
2. How much better did you do in **Exercise II?**
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?

IV. LEARNING THE GRAMMAR RULES

Part A

The adverbial idioms and related forms in this chapter are formed from various parts of grammar, such as nouns, adjectives, prepositions, and real adverbs. Although most use the conjunction *and*, other forms also occur.

Examples:

He makes the same mistake time and again.	(noun and adverb)
I go to work day in and day out.	(nouns and prepositions)
Little by little Tom's grades improved.	(adjectives and preposition)
All at once it started to rain.	(adjective, preposition, and adverb)

1. How do the first two sentences differ from the second two sentences?
2. Do you think that these idioms can be put anywhere else in the sentences?

Part B

Look carefully at the following sets of sentences. Some sentences are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. I like to go to the beach now and again.
2. *I like to go to the beach now or again.
3. Day in and day out, Bob stays at home.
4. *Day out and day in, Bob stays at home.

a. How do sentences #1 and #2 differ?

b. Where has the idiom been placed in sentence #3?

c. How does sentence #4 differ from #3?

As was the case with almost all the idioms in **Section II** of this book, the adverbial idioms cannot be changed in form in any way. This rule also applies to the related forms.

I like to go to the beach *now and again.* (correct conjunction)

*I like to go to the beach *now or again.* (incorrect conjunection)

Day in and day out, Bob stays at home. (correct order)

**Day out and day in,* Bob stays at home. (incorrect order)

Set 2

1. I like to go to the beach now and again.

2. *I like to go now and again to the beach.

3. Jim looked high and low for the book.

4. Jim looked for the book high and low.

a. In sentence #2, where has the idiom been placed? Where should it be placed?

b. How is the idiom **high and low** different from the other idioms in this chapter?

Because each adverbial idioms is composed of more than one word, it is almost never placed anywhere in the middle of a single sentence; the normal positions are either at the beginning or at the end of a sentence or clause.

I like to go to the beach *now and again.* (correct position)

Now and again I like to go to the beach. (correct position)

*I like to go *now and again* to the beach. (incorrect position)

For now Tom wants to save his money. (correct position)

**Tom* wants to save *for now* his money. (incorrect position)

The exception to the rule is the idiom **high and** low, as well as its related forms, which can occur in the middle of a sentence; after the verbs *search* and *look.*

Jim looked for his book *high* and *low.* (correct position)

Jim searched *high and low* for his book. (correct position)

V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter, or the previous four chapters, which has the best meaning in the context below. No idiom is used twice as a correct answer. Be careful of the grammar rules which you have learned.

1. Ted is more than_____; he's basically just very lazy.

   a. narrow-minded
   b. easy-going
   c. easy and free

2. Wouldn't it be nice if we could eliminate all war and violence_____.

   a. for now
   b. for good
   c. time and again

3._____, there are more similarities between various people of the world than there are differences.

   a. By and large
   b. Sooner or later
   c. Odds and ends

4. I'm surely glad that hurricanes and earthquakes are_____.

   a. high and low
   b. few & far between
   c. all at once

5. An eager beaver will work very hard_____.

   a. all-out
   b. day in and day out
   c. now and again

6._____must be part and parcel of all business and political negotiations.

   a. Give and take
   b. Pins and needles
   c. By and large

7. The Judge declared the new law_____because it was discriminatory.

a. null and void
b. all at once
c. cut and dried

8. Little by little my car is receiving _____because I drive it to work day in and day out.

a. odds and ends
b. lost cause
c. wear and tear

9. Are you being _____when you insist on such a narrow-minded decision?

a. last straw
b. clear-cut
c. fair and square

10. At first I accepted his suggestion, but later I had _____about it.

a. second thoughts
b. heart and soul
c. small talk

VI. WRITING EXERCISE

Please answer each question by using the idiom in a meaningful, grammatical sentence.

1. Why is it necessary to study vocabulary time and again?

2. Why is it bad to work hard day in and day out?

3. What activity do you enjoy doing now and again?

4. What is your main goal in life for now?

5. What world problems should be eliminated for good?

6. Why are all languages changing little by little?

7. When might a person have to stop his car all at once?

8. What bad habit would you like to stop sooner or later?

9. Have you ever had to look high and low for something? Where did you find it?

10. By and large, what kinds of friends do you like to have?

APPENDIX 6.B. I

(EXTRACT FROM)

A PRACTICAL ENGLISH GRAMMAR

(pp. 315 – 320)

Chapter 38

Phrasal Verbs

362 Introduction

A. In modern English it is very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meanings:

give away = give to someone / anyone
give up = abandon (a habit or attempt)
look after = take care of
look for = search for, seek
look out = beware

The student need not try to decide whether the combination is verb + preposition or verb + adverb, but should consider the expression as a whole.

It is also important to learn whether the combination is transitive (i.e. requires an object) or intransitive (i.e. cannot have an object):

look for is transitive: *I amlooking for my passport.*

look out is intransitive: *Look out! This ice isn 't safe!*

Each of the combinations given in the following pages will be marked 'tr' (=transitive) or 'intr' (= intransitive), and the examples of the use of each will help to emphasize this distinction.

Note that it is possible for a combination to have two or more different meanings, and to be transitive in one/some of these and intransitive in others. For example, take **off** can mean 'remove'. It is then a transitive expression:

He took off his hat.

take off can also mean 'rise from the ground' (used of aircraft). Here it is intransitive:

The plane took off at ten o 'clock.

B. Transitive expressions: the position of the object

Noun objects are usually placed at the end of these expressions:

I am looking for my ***glasses.***

With some expressions, however, they can be placed either at the end or immediately after the verb, i.e. before the short word. We can say:

He took off ***his coat*** *or He took* ***his coat*** *off.*

Pronoun objects are sometimes placed at the end of the expression:

I am looking for ***them.***

But they are more often placed immediately after the verb:

He took ***it*** *off.*

This position is usual before the following short words: **up, down, in, out, away, off** and **on** (except when used in the expression **call on** = visit).

Examples given of the use of each expression will show all possible positions of noun or pronoun objects in the following way:

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

i.e. with this expression the noun object can come before or after the *away;* **the** pronoun object must come before the *away.* When only one example is given **the** student may assume that the pronoun object has the same position as the noun object.

C. When these expressions are followed by a verb object the gerund form of the verb is used:

He kept on blowing his horn.

Where gerunds are usual this will be shown by examples.

Note that some expressions can be followed by an infinitive:

It is up to you to decide this for yourself.

Some of the younger members called on the minister to resign.

The lecturer set out to show that most illness were avoidable.

go on can be followed by either infinitive or gerund but there is a considerable difference in meaning.

363 Verb + preposition / adverb combinations

account

account for (tr) = give a good reason for, explain satisfactorily (some action or expenditure):

A treasurer must account for the money he spends.

He has behaved in the most extraordinary way; I can't account for his actions at all / I can't account for his behaving like that.

allow

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

It is 800 kilometres and I drive at 100 k.p.h., so I'll be there in eight hours.

- But you 'll have to allow for delays going through towns and for stops for refuelling.

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

answer

answer back (intr), answer somebody **back** = answer a reproof impudently:

FATHER: *Why were you so late last night? You weren 't in till 2 a.m.*

SON : *You should have been asleep.*

FATHER: *Don't answer me back. Answer my question.*

ask

ask after / **for** somebody = ask for news of:

I met Tom at the party; he asked after you. (asked how you were / how you were getting on)

ask **for**

(a) = ask to speak to:

Go to the office and ask for my secretary.

(b) = request, demand:

The men asked for more pay and shorter hours.

ask someone **in** (object before **in)** = invite him to enter the house:

He didn 't ask me in; he kept me standing at the door while he read the message.

ask some **out** (object before **out)** = invite someone to an entertainment or to a meal (usually in a public place):

She had a lot of friends and was usually asked out in the evenings, so she seldom spent an evening at home.

back

back away (intr) = step or move back slowly (because confronted by some danger or unpleasantness):

When he took a gun out everyone backed away nervously.

back out (intr) = withdraw (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.

back somebody up = support morally or verbally:

The headmaster never backed up ***his staff****. (backed* ***them*** *up) If a parent complained about a teacher he assumed that the teacher was in the wrong.*

be

be against (tr) = be opposed to (often used with gerund):

I'm for doing nothing till the police arrive. /I'm against doing anything till the police arrive.

be away (intr) = be away from home / this place for at least a night.

be back (intr) = have returned after a long or short absence:

/ want to see Mrs. Pitt. Is she in? -

No, I'm afraid she 's out at the moment or

No, I'm afraid she 's away for the weekend .-

When will she be back? -

She 'll be back in half an hour /next week.

be **for** (tr) = be in favour of (often used with gerund).

be **in** (intr) = be at home / in this building.

be in **for** (tr) = be about to encounter (usually something unpleasant):

Did you listen to the weather forecast? I'm afraid we're in for a bumpy flight.

If you think that the work is going to be easy you 're in for a shock.

be over (intr) = be finished:

The storm is over now; we can go on.

be out (intr) = be away from home /from this building for a short time - not overnight.

be up (intr) = be out of bed:

Don 'I expect her to answer the doorbell at eight o 'clock on Sunday morning. She won't be up.

be up **to** (tr) = be physically or intellectually strong enough (to perform a certain action). The object is usually it, though a gerund is possible:

After his illness the Minister continued in office thought he was no longer up to the work/up to doing the work

be up **to** something/some mischief/some trick/no good = be occupied or busy with some mischievous act:

Don't trust him; he is up to something / some trick

The boys are very quiet. I wonder what they are up to.

Note that the object of up **to** here is always some very indefinite expression such as these given above. It is never used with a particular action.

it is up **to** someone (often followed by an infinitive) = it is his responsibility or duty:

It is up to the government to take action on violence.

I have helped you as much as I can. Now it is up to you. (You must continue by your own efforts).

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 feelings of grief:

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

blow

blow out (tr) = extinguish (a flame) by blowing:

*The wind blew out **the candle**. (blew **the candle** out/blew it out)*

blow up (tr or intr)

a) = destroy by explosion, explode, be destroyed:

*They blew up **the** bridges so that the enemy couldn't follow **them**.*

*(blew **the bridges** up/blew **them** up)*

Just as we got to the bridge it blew up.

b) = fill with air, inflate, pump up:

*The children blew up **their balloons** and threw them into the air.*

*(blew **the balloons** up/blew **them up)***

boil

boil away (intr) = be boild until all (the liquid) has evaporated:

I put the kettle on the gas ring and then went away and forgot about it. When I returned, the water had all boiled away and the flame had burnt a hole in the kettle.

boil over (intr) = to rise and flow over the sides of the container (used only of hot liquids):

The milk boiled over and there was a horrible smell of burning.

break

break down figures = take a total and sub-divide it under various headings so as to give additional information:

You say that 10,000 people use this library. Could you break that down into age-groups? (say how many of these are under 25, over 50 etc.)

break down a door etc. = cause to collapse by using force:

*The firemen had to break down **the** door to get into the burning house. (break **the door** down / break it down)*

break down (intr) = collapse, cease to function properly, owing to some fault or weakness:

a) Used of people, it normally implies a temporary emotional collapse:

He broke down when telling me about his son's tragic death. (He was overcome by his sorrow; he wept.)

b) It can express collapse of mental resistance:

At first he refused to admit his guilt but when he was shown the evidence he broke down and confessed.

c) When used of health it implies a serious physical collapse:

After years of overwork his health broke down and he had to retire.

d) It is very often used of machines:

The car broke down when we were driving through the desert and it took us two days to repair it.

e) It can be used of negotiations:

The negotiations broke down (were discontinued) *because neither side would compromise.*

break in (intr), **break into** (tr)

a) = entry by force:

Thieves broke in and stole the silver.

The house was broken into when the owner was on holiday.

b) = interrupt someone by some sudden remark:

I was telling them about my travels when he broke in with a story of his own.

break in (a young horse / pony etc.) (tr) = train him for use:

You cannot ride or drive a horse safely before he has been broken in.

break off (tr or intr) - detach or become detached:

He took a bar of chocolate and broke off a bit. (broke a bit off /broke it off)

A piece of rock broke off and fell into the pool at the fool of the cliff.

break off (tr) = terminate (used of agreements or negotiations):

Ann has broken off ***her engagement*** *to Tom. (broken* ***her engagement*** *off/ broken* ***it*** *off).*

break off (intr) = stop talking suddenly, interrupt onself:

They were in the middle of an argument but broke off when someone came into the room.

break out (intr)

a) = begin (used of evils such as wars, epidemics, fires etc.):

War broke out on 4 August.

b) = escape by using force from a prison etc.:

They locked him up in a room but he broke out. (smashed the door and escaped)

The police are looking for two men who broke out of prison last night.

break up (tr or intr) = disintegrate, cause to disintegrate:

If that ship stays there she will break up / she will be broken up by the waves.

The old ship was towed away to be broken up and sold as scrap.

Divorce breaks up a lot of ***families.*** *(breaks* ***families*** *up /breaks* ***them*** *up)*

break up (intr) = terminate (used school terms, meetings, parties etc.):

The school broke up on 30 July and all the boys went home for the holidays.

The meeting broke up in confusion.

APPENDIX 6.B. II

A PRACTICAL ENGLISH GRAMMAR:

EXERCISE BOOK 2 : (SELECTED) EXERCISES

(NOS. 97, 98, 105, 109)

Verb + preposition / adverb combinations

97 Combinations with get and be

Put in the correct prepositions or adverbs.

1. Is Mary in?
   No, she's . . . . . and won't be . . . . . till nine o'clock.
2. What shall we do now?
   I'm . . . . . keeping quiet and saying nothing.
3. If you got your work instead of talking you'd be finished in half the time.
4. He promised to act as chairman, so I'm afraid he can't get . . . . . it now. There's no one else to do it.
5. She wants to do all the work herself but I don't think she is . . . . . it.
6. He leaves his car at a parking meter for over two hours and always gets . . . . . it. When I do that, I am fined.
7. I don't think they'll be . . . . . yet. It's only five o'clock in the morning.
8. They didn't want the news of their engagement to get . . . . . till it was officially announced.
9. The office closes early on Fridays and we get . . . . . at five o'clock instead of six.
10. If you don't give the children something to do, they'll be . . . . . some mischief.
11. The car stopped in front of the bank messenger and two men with guns got . . . . . .
12. She is a friendly girl who gets . . . . . everyone she meets.

13. As soon as the examinations are . . . . . we are going away on holiday.
14. It took her a long time to get ..... the death of her husband.
15. We usually get ___ a play among ourselves at the end of the term.
16. I'm going to Berlin on business and I shall be . . . . . for a week.
17. Tom hasn't been working; he won't get . . . . . his examinations.
18. The police knew he had committed the crime but he got . . . . . as there was not enough evidence against him.
19. Shall I marry him?
    Well it is . . . . . you. I can't very well decide for you.
20. I tried to ring him up but I couldn't get ___; I think some of the lines are down after last night's storm.
21. She talks so much that it is difficult to get . . . . . from her.
22. Why not have your operation at once and get it . . . . . ?
23. He got . . . . . his bicycle to pick up his pump.
24. Mary wants to study medicine but she is not very clever. 1 don't think she is . . . . . it.
25. The train was delayed and only got . . . . . at midnight.
26. When winter is . . . . . I am going to have the house painted.
27. If you don't get . . . . . I'll send for the police. (leave)
28. I am . . . . . doing the washing up first and watching TV afterwards.
29. Get . . . . . the bus at Victoria Station.
30. How are you getting . . . . . with your work?
31. I don't think she is ___ the level of the rest of the class.
32. I left my umbrella in the bus but I got it . . . . . from the Lost Property Office.
33. I am not getting . . . . . very fast because I can only type with two fingers.
34. The dog got . . . . . a string of sausages from the butcher's.
35. We got . . . . . late because we had to walk.
36. Don't worry about my snake. He can't get . . . . . his box.

98 Combinations with *look and keep*

Put in the correct prepositions or adverbs.

1. He wanted to talk to me but I kept . . . . . working and refused to listen.
2. She is a good secretary but she is kept . . . . . by her ignorance of languages.
3. The country was in a state of rebellion and was only kept . . . . . by repressive measures.
4. Look . . . . . the baby while I am out.
5. She kept the children . . . . . all day because it was so wet and cold.
6. You must look . . . . . and make plans for the future.
7. 'Keep . . . . . !' he said. 'Don't come any nearer.'
8. If you look . . . . . it carefully you will see the mark.
9. I told the children to keep . . . . . the room that was being painted.
10. Looking . . . . . , I see now all the mistakes I made when I was younger.
11. I have started getting up at five a.m. to study but I don't know if I can keep this . . . . . .
12. He had an unhappy childhood and he never looks . . . . . on it with any pleasure.
13. The man walked so fast that the child couldn't keep . . . . . him.
14. She looked . . . . . to see who was following her.
15. There were so many panes of glass broken that the windows couldn't keep . . . . . the rain.
16. I've been looking . . . . . a cup to match the one I broke.
17. Look . . . . . me at the station. I'll be at the bookstall.
18. Look . . . . . ! You nearly knocked my cup out of my hand.

19. He was kept in his research by lack of money.

20. Tom is looking . . . . . his first trip abroad. (expecting with pleasure)

21. Look . . . . . on your way home and tell me what happened.

22. Before putting any money into the business, we must look very carefully . . . . . the accounts.

23. I look her as one of the family.

24. My windows look . . . . . the garden.

25. He asked me to look . . . . . the document and then sign it.

26. He looked the book to see if he had read it before.

27. If you can afford a new car your business must be looking . . . . . .

28. You can always look her address in the directory if you have forgotten it.

29. He looked me . . . . . and . . . . . before he condescended to answer my question.

30. I am looking . . . . . seeing your new house.

31. Children have a natural inclination to look . . . . . their parents.

32. You will see I am right if you look . . . . . the matter form my point of view.

33. He looks . . . . . me because I spend my holidays in Blackpool instead of going abroad.

34. If he doesn't know the word he can look it . . . . . in a dictionary.

35. The crowd looked . . . . . while the police surrounded the house.

36. Since our quarrel she looks . . . . . me whenever we meet.

105 Mixed combinations

Put in the correct prepositions or adverbs.

1. Blow . . . . . the candles on the cake before you cut it.
2. He used to be very shy but he has grown . . . . . it now.
3. After the war, many warships were laid . . . . . as they were not needed any longer.
4. Don't let him order you . . . . . like that; he's not your employer.
5. I can pay . . . . . the money you lent me after I've been to the bank.
6. Applications for the job must be sent . . . . . before next Wednesday.
7. The fireworks factory was practically wiped . . . . . by the explosion.
8. We must keep on working; it's too soon to sit . . . . . .
9. They blew the railway line to prevent the transport of enemy troops.
10. He wanted to ask her to marry him but he was too shy to do it at once. He led . . . . . it by saying he often felt lonely.
11. I had to send . . . . . an electrician to mend the switch.
12. After nursing the whole family when they had 'flu she was completely worn . . . . . .
13. My nephew wants to be an explorer when he grows . . . . . .
14. The house stood . . . . . in the dull street because of its red door.
15. After the owner's death the business was wound . . . . . and the shop sold.
16. The little girl couldn't blow . . . . . the balloon.
17. Children's clothes have to be strong to stand . . . . . hard wear.
18. As soon as the decorators have finished work in my new house, I shall move . . . . . .
19. He was laid . . . . . for six weeks with two broken ribs.

20. The idea has gradually grown . . . . . that the State should look after every citizen from the cradle to the grave.

21. They always lay a large supply of tinned food in winter in case they are snowed up.

22. You can't move into this flat till I move . . . . . .

23. He thinks I broke his window and threatens to pay me . . . . . for it.

24. I asked the hotel to send . . . . . any letters which came after I had gone.

25. BBC stands . . . . . British Broadcasting Corporation.

26. The inscription on the tombstone had been worn . . . . . by the weather and could scarcely be read.

27. Shall we sit this dance . . . . . ? I'm feeling rather tired.

28. My shoes wear . . . . . very quickly since I started walking to the office.

29. As soon as my new house is finished I shall start laying . . . . . the garden.

30. On a touring holiday you can move to a new place every day if you want to.

31. The lifeboat is standing in case it is necessary to take off the crew of the damaged ship.

32. Don't sit . . . . . for me. I shall probably be back very late.

33. New shoes are not very comfortable until the first stiffness has worn . . . . . .

34. She was the only one to stand . . . . . me. No one else said anything in my defence.

35. He was sent . . . . . from the university because he kept breaking the regulations.

36. The strike was called . . . . . when the management agreed to the strikers' demands.

109 Substituting verb + preposition/adverb combinations for other expressions

Replace the underlined words or phrases by phrasal verbs. Some of the sentences may sound awkward as they stand.

1. Can he give a good explanation for his extraordinary behaviour?
2. He mended the tyre of his bicycle and then filled it with air.
3. They were having a violent quarrel but stopped suddenly when I came in.
4. The meeting was cancelled because of the flu epidemic.
5. If you refuse to perform my orders you'll be dismissed.
6. I don't think you can overtake them; they left two hours ago.
7. Sherlock Holmes was often able to solve a mystery without leaving his rooms in Baker Street.
8. I found a five-pound note by chance in the street. What should I do with it?
9. If my scheme had succeeded. I should have made a profit of a thousand pounds.
10. He recovered consciousness when the doctor had applied artificial respiration.
11. The road safety campaign had succeeded in reducing road deaths by 10 per cent.
12. Three thousand students are candidates for the examination every year but very few pass.
13. He tried to alight from the bus while it was still moving and was badly hurt.
14. My sister promised to sing at the concert and though she doesn't want to now, she can't free herself from the obligation.
15. They announced the names of the winning horses on the radio.
16. If cigarettes get any dearer, I shall have to abandon the habit of smoking.
17. Prices always increase; they never become less.

18. The police investigated the case very thoroughly but finally said there was no suspicion of foul play.

19. He started his journey in a great hurry.

20. He needs more exercise; he should start playing tennis.

21. It is difficult to train children well.

22. The train was delayed by fog and arrived late.

23. I waited for her for ages but she didn't come.

24. She is good at languages. She learnt Spanish without effort, in a few months.

25. It is your responsibility to make a success of your own life. (It is . . . . . you, etc.)

26. Anyone who was offered a chance like that would accept it with enthusiasm.

27. Don't walk on the grass.

28. He dictated so quickly that his poor secretary couldn't go as fast as he did. (couldn't . . . . . him.)

29. I hit him so hard that he fell unconscious.

30. If I don't punish you this time, will you promise never to do it again?

31. She was very upset over her failure but now she is recovering from it.

32. You mustn't omit the difficult sentences; do them all.

33. She kept asking me all the difficult words instead of searching for them in a dictionary.

34. I took the children to the zoo today to compensate for the party they missed yesterday.

35. Students of English often confuse the words 'lie' and 'lay'.

36. He swore to revenge himself on me for the wrong I had done him.

APPENDIX 6.C. I

CAMBRIDGE INTERNATIONAL DICTIONARY OF PHRASAL VERBS: SUPPLEMENTARY MATERIAL:THEME PANELS

(Selected topics)

■ Agreeing or disagreeing

Meetings in our office are always the same. Bill was suggest some crazy new scheme and Karen will **go along with** whatever it is, even if she doesn't quite **believe in** it. The rest of us will divide naturally into two groups: those who **side with** Bill and those who are against him. Julia usually **falls in with** Bill's ideas fairly quickly, knowing that it's pointless to argue as he usually wins in the end. Both Bill and Karen argue very persuasively and can **talk** the others **round** in no time at all. Barbara is always the last to **give in,** and even then she does so very reluctantly. Secretly, I sympathize with her. **I have** nothing **against** Bill, I just don't see why he should get his own way all the time!

agreeing

go along with

to support an idea, or to agree with someone's opinion

side with

to support a person or group in an argument

go with *slightly informal*

to accept a plan or an idea, or to support the person whose ideas you agree with

believe in

to think that something is effective and right

fall in with

if you fall in with an idea or plan, you agree with it or accept it

settle on / upon

to agree on a decision

agreeing after disagreeing

come around / round

to agree to a plan or idea that you were against, after thinking about it for a long time or being persuaded by other people that it is good

give in

to finally agree to what someone wants after a period when you refuse to agree

cave **in**

to agree to something you were against before, after someone has persuaded you or threatened you

persuading someone to agree

bring around / round

talk around / round *British & Australian*

to persuade someone to agree with you or to do what you wan them to do

bring over to

to persuade someone to agree with you

win around / over / round

to persuade someone to support you or to agree to do something often when they did not agree with you before

disagreeing

have against

to dislike or disagree with someone or something for a particular reason

frown on / upon

to believe that something is wrong and that you should not do it

quarrel with

to disagree with an idea, statement, or decision

turn against

to decide not to like or agree with someone or something, or to make someone do this

• Computers

Instructions for using your computer:

First make sure the computer is **connected up** correctly, then **switch** it **on.** If you are on a network, you will need to **log in** before you can enter the system. To do this, **type in** your name and your password. If you are **keying in** data, make sure that you save it regularly, and always **backup** your files at the end of each day. You might also want to **print out** a copy of your work. When you have finished, **log out** and **switch off** your machine.

starting **and finishing**

connect **up**

to join something [e.g. telephone, computer] to the main supply of power or to the main system

boot up

If a computer boots up, or if someone boots a computer up, it is turned on so that it is ready to use

Power up *American*

If a computer powers up, or if someone powers a computer up, it is turned on so that it is ready to use

switch **on**

to turn on a an electrical device by using a switch

switch **off**

to turn off an electrical device by using a switch

log in / into

log on / onto

to put your name into a computer so that you can start using it

log off

to finish using a computer system

shut down

if a machine shuts down, or someone shuts it down, it stops operating

working on the computer

key in / into

type in / into

to put information into a computer using a keyboard

type out / up

to produce a copy of something you have written by typing it into a computer or by using a typewriter

back up

to make a copy of computer information so that you do not lose it

print out

to produce a printed copy of a document that has been written on a computer

hack into

to get into someone else's computer system without permission in order to look at information or do something illegal

problems

go down

if a computer goes down, it stops working

wipe out

to remove information stored on part of a computer [esp. memory, hard disk]

APPENDIX 6.C. II

CAMBRIDGE INTERNATIONAL DICTIONARY OF PHRASAL VERBS

SELECTED Exercises: 1-6

1a Choose the correct meaning from the words in the box.

1. **blow up**

explode	arrive	stop

2. **put up with**

build	expect	tolerate

3. **call off**

cancel	change	fail

4. **egg** on

separate	encourage	complain

5. **pass away**

rest	die	destroy

1b Put the phrasal verbs from question la into the gaps in the sentences below. Use each phrasal verb once only.

1. The other children stood watching him as he climbed and _____ him _____.
2. I really can't _____ this situation any longer.
3. Sadly, old Mrs Lockwood _____ last week.
4. Terrorists had threatened to _____ the army headquarters.
5. The meeting was _____ due to lack of interest.

2. **Match the remarks on the left with the responses on the right.**

1.	Did you hear how much Tim paid for his bike?	a. Yes, and I think he was brought up by his grandmother.
2.	Should I cook dinner tonight?	b. Yes, I think he's been ripped off.
3.	His parents both died when he was very young, didn't they?	c. No, I think we should eat out for a change.
4.	I've decided I just don't want to do this job any more.	d. Well, it's Saturday tomorrow to you can lie in for as long as you like.
5.	I'm so tired! I've been up at 6 o'clock every morning this week.	e. But you can't just pack it in. You need the money.

3. **Which word can be used with the phrasal verbs below?**

Problems	shoes	anger	$30	business
Mistake	hotel	essay	father	taxi

1. wear out _____
2. set up _____
3. face up to _____
4. flag down _____
5. check into _____
6. bottle up _____
7. rub out _____
8. take after _____
9. hand in _____
10. fork out _____

4. Put the correct preposition into the gaps in the sentences below.

over	with	to	on	with

1. fall out

I can't believe they fell out _____ who was going to do the washing up.

2. fall out

Janek had fallen out _____ Peter, his best friend.

3. own up

If I've done something wrong, I always own up _____ **it.**

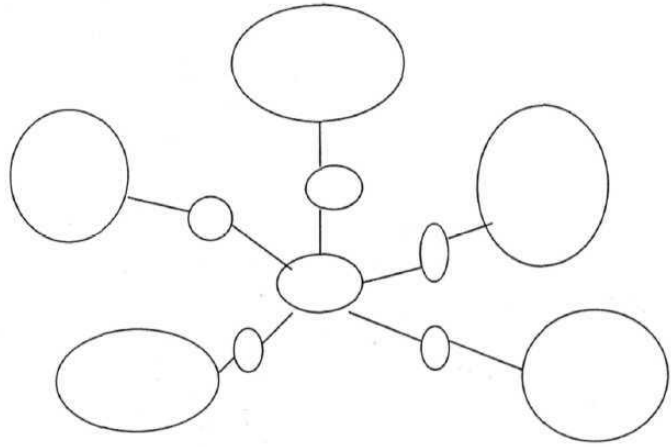
4. break up

What made him break up _____ her? They always seemed so happy together.

5. miss **out**

She was injured and so would miss out _____ her chance to play in the final.

5. Put the correct particles into the empty bubbles.



6 a. Choose the correct meaning from the words in the box

1. dream up

1 Believe	think of	pretend

2. keep on

continue	escape	refuse

3. split up

manage	stop	separate

4. polish off

finish	wait	kill

5. talk into

introduce	survive	persuade

6 b. Put the phrasal verbs from question 6a into the gaps in the sentences below. Use each phrasal verb once only.

1. He was always_____new ideas for making money.
2. He_____a huge lunch and was still hungry.
3. I never let a salesman_____me_____buying anything I don't really want.
4. She just_____asking until he gave her an answer.
5. They were the type of couple people thought would never_____.

(C.U.P International Dictionary of Phrasal Verbs 1977:pp.365-369)

APPENDIX 6.D. I

CAMBRIDGE INTERNATIONAL DICTIONARY OF IDIOMS

SUPP. MATERIALS: THEME PANELS:

SELECTED TOPICS :ANGER AND BUSINESS

Anger

'What's wrong?' asked Claire. 'You've been **like a bear with a** sore **head** all morning'. 'I've **had it** up **to** here,' I replied. 'I've got three reports to write by five o'clock, and if I don't finish them on time, Bill's going to **hit the** roof. I've already **put** his **back up** by refusing to work late, and he's likely to blow a fuse if I don't get this job done.' Just then, the phone rang. It was the managing director asking me if I would help show some clients around the office. This was the second time she'd asked me and, although it was a **pain in the neck,** I had to agree because she was the one person I didn't want to **rub up the wrong** way. Two hours later, I was still busy. As we reached my department, Claire came running up to me. 'Where've you been?' she whispered. 'Bill's **on the warpath** because you haven't done those reports yet.' At that moment, he appeared by the door, with **a face like thunder.** He was just about to **let rip** when he saw the managing director standing next to me. 'Hello, Bill,' she said. 'Let me introduce you to some very important clients.'

being angry

hit the ceiling/roof *informal* to become very angry and start shouting

blow a fuse *informal*

to become very angry and shout or behave in a violent way

be on the warpath *humorous*

to be looking for someone you are angry with in order to speak angrily to them or punish them

a face **like thunder**

a very angry expression

have/throw a fit *informal*

go **spare** *informal*

to become very angry

fly off the handle *informal*

to react in a very angry way to something someone says or does

have had it (up to here) *informal*

to be so angry about something that you do not want to continue with it or think about it any more

be fed up to the back teeth *British & Australian, informal*

to be angry because a bad situation has continued for too long or a subject has been discussed too much

making someone angry

get/put sb's **back up** *informal*

to do or say something which annoys someone

rub sb **up the wrong way** *British & Australian*

rub sb **the wrong way** *American* to annoy someone without intending to

ruffle sb's **feathers: to make someone annoyed**

be a pain in the neck *informal*

to be very annoying

drive/send sb **round the bend** *informal*

to make someone very angry, especially by continuing to do something annoying

talking angrily to someone

let rip

to suddenly express your emotions without control

give sb **an earful** *informal*

to tell someone how angry you are with them

being in a bad mood

be like a bear with a sore head *British & Australian*

to be in a bad mood which causes you to treat other people badly and complain a **lot**

get out of bed on the wrong side

to be in a bad mood and be easily annoyed all day

Business

Richard had always been determined to **make it** in business. After leaving school, he set up a stall in the market selling cheap CDs and cassettes and was soon **doing a roaring trade.** Being **a big fish in a small pond** was not enough for him, however. He knew that if he wanted to be **a big shot** in the business world, he needed to **stay ahead of the pack.** Over the next few years, he opened eight shops in the area and became known as a **hard-nosed** businessman who **drove a hard bargain.** Even when other companies were **going to the wall,** he kept going. He's now one of the most successful business people in the region, but unlike some **fat cats,** he supports a lot of local charities and looks after his staff well. He often says he'd like to retire soon, but I can't see him **hanging up his hat** just yet - he loves his job too much.

succeeding **in business**

make it

to be successful, especially in a job

be ahead of the pack

to be more successful than other people who are trying to achieve the same things as you

corner the market

to become so successful at selling or making a particular product that almost no one else sells or makes it

successful people

a big shot *informal*

an important or powerful person in a group or organization

a big fish in a small pond

one of the most important people in a small organization who would have much less power and importance if they were part of a larger organization

a fat cat *informal*

an impolite way of referring to someone who is very rich and powerful

a high-flier

someone who is very successful at their job and soon becomes powerful or rich

stopping work

hang up your **hat**

to leave your job for ever

a golden handshake

a large sum of money which is given to someone when they leave a company, especially if they are forced to leave

doing business

drive a hard bargain

to demand a lot or refuse to give much when making an agreement with someone

cut a deal *American*

to make an agreement or an arrangement with someone, especially in business or politics

run a tight ship

to control a business or other organization firmly and effectively

hard-nosed

practical and determined

making money

do a roaring trade *British & Australian*

to sell a lot of goods quickly

make a killing *informal*

to earn a lot of money very easily

a money-spinner *British & Australian*

a business or product that makes a lot of money for someone

behaving dishonestly

be on the make

trying to get money or power in a way that is not pleasant or honest

cook the books *informal*

to record false information in the accounts of an organization, especially in order to steal money

have your fingers/hand in the till

to steal money from the place where you work.

(CUP International Dictionary of Idioms: pp.440-441)

APPENDIX 6.d. II

CAMBRIDGE INTERNATIONAL DICTIONARY OF IDIOMS

SUPPLEMENTARY MATERIALS: SELECTED EXERCISES: 1 - 8

1. Matching meanings

What do idioms 1-5 mean? Choose the correct meaning from the list a - e.

1.	try your hand at	a	be happy
2.	over the moon	b	be nervous
3.	get the message	c	to admire
4.	be on tenterhooks	d	to try
5.	take your hat off to	e	to understand

2. Put the idioms from exercise 1 into the gaps in the sentences below. Remember to use the correct form of the verbs.

1. He was_____when his son was born.
2. There's no need to keep explaining. We've_____.
3. Everyone in the court_____as they waited for the verdict.
4. Fire crews do a wonderfuljob. You really have to _____them.
5. I thought I might_____pottery.

3. Idioms for opinions

Match the remarks on the left with the responses on the right.

1. Dad, I've decided to hitchhike to Moscow.	a. He's made his bed and he'll have to lie on it.
2. She thinks Tom's really handsome.	b. Well, it's about time she put her money where her mouth is.
3. His money's all gone now and he has nowhere to live.	c. Over my dead body!
4. 1 asked her to turn the music down and she just laughed at me.	d. Oh well, beauty is in the eye of the beholder.
5. She's always telling us to help the poor.	e.She'll be laughing on the other side of her face when I tell her father.

4. British and American English

Some idioms have different forms in British and American English. What is the American equivalent for each of these British idioms?

1. be left holding the baby

_____

2. have green fingers

_____

3. throw a spanner in the works

_____

4. be all fingers and thumbs

_____

5. blow your own trumpet

_____

5. Idioms using parts of the body

In these idioms, the missing word in the idiom is a part of the body. Fill in the missing words.

1. To get to the house, turn left by the church and follow your_____
2. I don't know why I bother giving her advice. It goes in one _____and out the other.
3. He's been on several TV shows, shooting his_____off about the royal family.
4. Peter and I got off on the wrong_____because of a silly disagreement over who should make the coffee.
5. We were really busy, but Stefan didn't lift a_____to help.

6. **Comparisons: As .. as ..**

These sentences contain comparisons using as (+adj) as (+noun). Fill in the missing words.

1. Chain your bike to the railings. It'll be as safe as_____.
2. When he saw the gun he turned as white as a_____.
3. It hasn't rained for weeks. The soil is as_____as a bone.
4. The children have been as good as_____this morning.
5. I've mended this chair. It's as_____as a rock now.

7. Prepositions

Choose the correct preposition from the box to fill in the gaps in the sentences below.

from	with	at
about	for	

1. She tips the scales _____ an enormous 310 pounds.
2. They are waiting to get the green light _____ the surveyor before they begin building work.
3. The company made a pitch _____ a multi-million dollar contract.
4. He was bending my ear _____ the importance of good grammar.
5. Aggressive behaviour goes hand in hand _____ low self-esteem.

8. Similes: verb + like + noun

These sentences contain verb comparisons using a verb + like + noun. Fill in the missing words.

1. When England lost the World Cup he _____ like a baby.
2. Make sure you cook plenty of food. Derek _____ like a horse.
3. After all that fresh air, I'll sleep like a _____ tonight.
4. When he gets angry, he swears like a _____.
5. Her speech was long and boring. It _____ like a lead balloon.

(CUP International Dictionary of Idioms: pp.456-459)

APPENDIX 6.e

SPECIMEN FROM COLLINS COBUILD DICTIONARY OF PHRASAL VERBS WORK BOOK: UNIT ONE

AWAY

Below are the two most important meanings of AWAY and one group of other meanings. In all 16 phrasal verbs have been selected.

Under each of the headings you will see a list of the phrasal verbs which you are going to practise. Some verbs appear more than once, as many phrasal verbs have more than one meaning.

You can write other phrasal verbs with the same meaning in the space provided. Use a dictionary if necessary

A. Withdrawing and Separating	**B. Disappearing and Making things disappear**	**C. Other meanings**
break away	do away with	get away with
get away	explain away	hide away
give away	fade away	put away
keep away	pass away	work away
run away	throw away	write away
take away		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A. Withdrawing and Separating

break away get away give away keep away run away take away

Two United Party senators broke away to form the Federal Party.

His father had thought it would be good for his character to get away from home and earn some money on his own.

I could not decide whether to keep the money he left me or give it away.

It would be better to keep away and not attempt to enter the city until she knew what was happening there.

I was frightened and I ran away from my mother and she ran after me and coaxed me to come back.

They took my name and address, took away all my possessions, and sent me down to the cells.

'Look - if you have five pocket calculators and I take two away, how many have you got left?'

1. Match the sentences and phrases on the left with those on the right.

1. I had to get away.	A. the less money you'll spend.
2. I think of the new boy who ran away.	B. worth millions of pounds.
3. She has given away jewellery	C. to break away from my family community.
4. The more you keep away from the shops,	D. not take it away from them.
5. These men wanted to help them keep their land,	E. One way or another, I was going to leave Birmingham.
6. I had accepted his offer because I wanted to break away -	F. Lane chased him and caught him.

1	2	3	4	5	6
E					

2. Choose the best alternative from the phrasal verbs given to fill in the space provided.

1. Panic overcame Tim now and he turned and began to try to *run away* across the rocks.
   take away *run away* *keep away*
2. The best thing that you can do to avoid a cold is to_____from anyone who has one.
   give away *break away* *keep away*
3. Fontaine_____and founded the shortlived Nationalist Party.
   broke away *look away* *gave away*
4. I_____the knife_____from him. I don't know how.
   broke away *gave away* *took away*
5. 'Could you_____early next week though?' 'Yes, that would be okay.'
   break away *get away* *take away*

3. Write the correct form of the appropriate phrasal verb in the space provided.

1. You should always *keep* animals *away* from the kitchen.
2. France's plan to_____30 million electronic telephone directories...
3. She let herself out and raced down the stairs and_____along the road.
4. Another group_____from the Labour Party the following year.
5. Let's go out for a walk to_____from it all.
6. She had_____the children_____with her to her parents' house.

Bad Jokes

4. Find the logical ending for each of the jokes beginning on the left.

1.	Waiter, this soup isn't fit for a pig.	A.	You should have seen the one that got away!
2.	What did the fisherman say when he caught a bus?	B.	Take away the 't' and it becomes eatable.
3.	How can you make a tea table into a meal?	C.	Take away their credit cards.
4.	How do you stop a herd of elephants from charging?	D.	The police made him bring it back.
5.	What happened to the little boy who ran away with the circus?	E.	Sir, would you like me to take it away and bring you some that is?

1	2	3	4	5
E				

A. Disappearing and Making this disappear

do away with explain away fade away pass away throw away

Our medicines have not done away[1] disease.

All of this can, of course, be explained away with for other reasons.

The sun's warmth began to fade away.

She passed away[2] within three weeks of her sister and mother.

30 million tonnes of refuse ae thrown away in the U.K.

---

[1] *Eliminate* is a more formal word for do away with.

[2] You use *pass away* when you want to avoid saying the word 'die'.

1. Write the correct phrasal verb to **complete the following definitions.**

1. If something *fades away* ___,it slowly becomes less intense, frequent or common until it ends or disappears completely.
2. When you_____something you no longer want or need, you get rid of it, for example by putting it in the dustbin.
3. If you_____a mistake or unpleasant situation, you give reasons to show that it is not as bad or important as people think.
4. To_____something means to get rid of it or abolish it.

2. Match the phrases on the left with those on the right.

1.	He was seen on TV later,	A.	all the paperwork that is usually involved.
2.	Her new-found enthusiasm for running	B.	rather than throw them away.
3.	Your husband sent the letter to us	C.	shortly before he passed away.
4.	She likes to keep things, even old things,	D.	explaining away his department's latest blunder.
5.	It would be nice to do away with	E.	will soon fade away.

1	2	3	4	5

3. Choose the best alternative from the phrasal verbs given to fill in the space provided.

1. Identity cards should be_____, everybody has a passport anyway.
   explained away *done away with* *faded away*
2. 'It was the last one my dad ever invented before he_____.' 'His final great work?' 'Exactly, Gordon.'
   passed away *threw away* *did away with*
3. He did not_____the pamphlet_____, **but** he kept it in his desk.
   fade away *throw away* *explain away*
4. It was vague rumour which would_____and be forgotten.
   pass away *explain away* *fade away*
5. Well, how do you_____the fact that we lost so much money last year?
   explain away *throw away* *fade away*

Bad Jokes

5. Find the logical ending for each of the jokes beginning on the left.

1.	They don't throw the rubbish away.	A.	Because it always went off when I was asleep.
2.	Why did you throw your alarm clock away?	B.	The people who couldn't sell their threw them away.
3.	I did my first television show a month ago, and the next day five million sets were sold.	C.	They make it into television shows.

1	2	3

C. Other meanings

get away with hide away put away work away write away

I'm not going to allow Anne to set away with an offensive remark like that.

He looked at his drawings of the rocks and hid them away gain.

Hamish began to put away a vast load of shopping he had brought home.

They haven't stopped, they 've been workins away' all day.

You just write away[2] giving your name, address and enclosing three tokens.

'You again, Mr. Philbean? Dear me, dear me, don 't youever get away with anything?'

1. **Write the correct phrasal verb to complete the following definitions.**

1. If you_____something_____, you put it in a place where nobody else can find it.
2. If you_____, you continue working hard for a long time.
3. If you_____something_____,you place it tidily somewhere, for example in a cupboard, drawer, or pocket.
4. If you_____to a company or organization, you send them a letter asking for a product or information.
5. If you_____something that you should not have done, you are not criticized or punished for doing it.

' Beaver away, slave away, slog away, and toil away mean almost the same as work away. These verbs are often used in a continuous tense.

[2] Send off and send away mean almost the same as write away.

2. Match the sentences and phrases on the left with those on the right.

1.	You see, I may need somewhere	A.	on the nose and got away with it.
2.	Why don't you write away	B.	to hide away for a week or two.
3.	He had punched a teacher	C.	I've been working away at a book.
4.	What have you been doing with yourself?	D.	the two of us drying and putting away.
5.	We washed up in silence, Lally washing up,	E.	to them and ask for a catalogue?

1	2	3	4	5

Write the correct form of the appropriate phrasal verb in the space provided.

1. I was able to keep warm as I _____ in the snow.
2. He could make the most outrageous statements and somehow _____ it.
3. Albert folded the newspaper neatly and _____ it _____ on the side table.
4. I had to _____ the presents _____ in the bedroom, so that the children wouldn't find them.
5. _____ for it. It's cheaper by mail-order anyway.

3. **Write a paragraph on the topic of your choice, including at least one example of each of the phrasal verbs you have just studied.**

AWAY

Revision exercises

1. Choose the best alternative from the phrasal verbs given to fill in the space provided.

1. You should_____those__and get a pair of these.
pass away throw away run away do away with

2. In cross-examination Mr.Stewart tried to_____the Police interest in Waddell.
work away fade away explain away get away

3. I've been_____on this project for the last two weeks.
working away giving away putting away getting away with

4. We cannot_____from the fact that a child is primarily an egoist.
pass away break away take away get away

5. You cannot_____violence by using violence.
break away do away with keep away pass away

6. Even a baby senses, I think, that she shouldn't be able to_____such tyranny. The habit is usually easy to break.
run away hide away do away with get away with

1. Australia, after it had_____from Antarctica, continued to drift northwards.
Run away faded away broken away put away

8. You can_____$2,000 a year tax-free.
explain away write away give away work away.

2. Now see if you can remember the meanings of AWAY and the phrasal verbs you have been practising. Some of the letters have been filled in to help you. You can check your answers by looking at the list on page 1.

A Withdrawing and S_p_ating	B D_s_pp_ing and M.....ing th.....s d_____	C Other meanings
break away	d.....away w.....	g.....awayw.....
g.....away	e.....p.....naway	h.....d.....away
g.....e away	f.....away	p.....away
k.....paway	p.....s away	w.....k away
r.....away	t.....r.....away	wr.....away
t.....e away		

(Collins COBUILD Dictionary of Phrasal Verbs Work Book, pp. 1-8)

APPENDIX – 7.a

POST-TEST FOR STUDENTS OF ENGLISH AT SUDANESE UNIVERSITIES

(3RD YEAR STUDENTS)

Time: 3 hours

Answer all the questions, in the spaces provided.

Question one

A. Passage Completion

Complete the passage by choosing the suitable *multi-word verbs* from the following list (the 20 blanks should be filled by all the 20 *multi-word verbs* given in the list):

pulled up	get away with	rang up	got up
held on	got out	put…up	washed up
see to	switched off	passing around	got in
set out	get in	burn down	ring up
break in	locked up	pick up	switch off

We _1_____ early and had breakfast at 7.30. After breakfast my sister Alice _2_____ while I got out the car. We _3_____ at 8.30 and drove first to Mr.Pitt's house to _4_____ his son Tom who was coming with us.

Suddenly Alice Said, 'Good heavens! I forgot to switch off the iron.

We'll have to go back or it will start a fire and _5_____ the house.

I said, 'Let's try to _6_____ our neighbour, Mr.Smith, first and see if he can get into the house and _7_____ the iron.'

'But he won't able to _8_____' said Alice. 'The house is 9_____'. 'Then he'll have to _10_____' I said.

So, I _11_____ Mr.Smith, who said that he'd _12_____ the matter. I _13_____ while he went to do this, and very soon I heard his voice, saying, 'it's all right. I _14_____ through a window you'd left open and _15_____ the iron. No damage was done.' I thanked him warmly and we went on with our journey, much relieved.

We stopped at 1.00, _16_ of the car and picnicked by the side of the road. Alice was just _17_____ the sandwiches when a police car _18_____ beside us.

'You mustn't park here', said the policeman. It is a clear way'. 'I explained that I was a foreigner, so he said, 'Well, I'll let you off this time, but don't do it again. You mightn't _19_____ it another time'.

However, we did get to Stratford in the end and went to the house of Mr.Brown, who had promised to _20_____ us _____ for the night.

(10 Marks)

B. **Transformation**

Passive forms

Transform the following sentences into passive (when transformation can not be applied, write *'notpossible'*).

1. The police have cleared all our characters.

2. George had spilled the beans.

3. The state should foot the bill.

4. The boss caught Steve napping.

5. We need to make more room on TV schedules for serious drama.

(5 Marks)

(ii) **Nominalized forms:**

Rewrite the following sentences changing the underlined multi-word verbs into nominalized forms (derived noun-forms). When transformation can not be applied, write 'not possible'.

1. His promotion has stepped up their social status.

2. They have mixed up the exam papers.

3. She cleaned out the place thoroughly.

4. Building workers walked out.

5. A group of jet fighters flew past.

(5 Marks)

Question Two: Substitution

Give the meaning of the underlined idiomatic expressions in the given spaces, by choosing the suitable definitions / synonyms from the following list.

to say goodbye	to become calm
to inform about	brief
hopeless situation	to limit or restrict
to distribute freely	to examine
to be interested in	to meet (sb) unexpectedly
to believe	very clean
eventually	to distinguish
to discuss with	honest
co-operation	to make important
experienced worker	narrow escape
to happen	to respect
sincere	different tasks
one's entire energy	to consider unimportant
to discuss informally	to cancel
selfish	to regard as more important than
to raise a subject with	important person
to criticize	to make progress
common workers	rare
suddenly	to resolve
to never change	to participate in

1. I thought John and Mary were happy, but they recently got a divorce; how did it <u>come out</u>?

.....

2. If you want to <u>get ahead</u> in life, you have to work hard and save your money.

.....

3. At first the students in my class were too noisy, but eventually they <u>settled down</u> to work.

.....

4. When I graduate from college, I'd like to go into nursing and health services as a full-time career.

.....

5. I was very surprised when I ran across Joe, an old friend I had forgotten, in the supermarket.

.....

6. He tried to change my mind for over an hour, but I stuck to my own opinion.

.....

7. Some people go in for sports like football, while other people go in for hobbies like reading.

.....

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

.....

9. Her social schedule was very busy, and she liked to be in on every party or activity.

.....

10. Sometimes a business will give away free samples of their product so that pepole can learn about it.

.....

11. The tour organization called off the trip because so few people showed up at the first orientation meeting.

.....

12. It was too dark to make out the letters on the sign far ahead.

.....

13. Tom's parents were taking off a week for a trip, so he went to the airport to see them off.

.....

14. Now I can't go to parties every night like I used to because my job and family really tie me down.

.....

15. Before we talk over the plan with the president, kick it around for a while with your assistants whenever you have some time.

.....

16. The support of other scientists lends strength to the scientist's new theory.

.....

17. I put freedom above money because , without freedom, money doesn't mean anything.

.....

18. The teacher found fault with the student because he didn't do his homework and often slept in class.

.....

19. Most people think that marriage is important, but happy bachelors would laugh and make light of it.

.....

20. You shouldn't doubt him when he claims that he's telling the truth; take him at his word.

.....

21. After the criminal told all the details of his crime, the police were able to lay the crime to rest and file it away.

.....

22. He wanted to go into the matter more deeply so he asked to talk it over with me next week.

.....

23. Since the manager knew nothing about the proposed project his secretary filled him in on the important facts.

.....

24. I have no authority to approve your plan; you'll have to take it up with the president before you proceed.

.....

25. The volunteer was so dedicated to the politician that he put his heart and soul into all his work.

.....

26. Before going on vacation, Joe had quite a few odds and ends to take care of, like loan payments and various errands.

.....

27. Although the supervisors and managers received salary increases, the rank and file didn't.

.....

28. If the couple believes in give and take, they can solve most of their disagreements.

.....

29. I had a close call when a big truck nearly hit me as I was crossing the street.

.....

30. My friend thinks he's a big shot because he has some responsibilities in the city mayor's office.

.....

31. Because Mr. Smith knows the ins and outs of plumbing, he's an old hand at it.

.....

32. I'm afraid that there's no way we can fix your old car; you'd better get rid of it because it's a lost cause.

.....

33. In the difficult court case, the judge's decision was fair and square for both sides.

.....

34. It takes me a long time to save enough money for a nice vacation, so such trips are few and far between for me.

.....

35. The maid took a long time to make the dirty kitchen spick-and-span.

.....

36. The politician's speech was surprisingly short and sweet; it only lasted ten minutes.

.....

37. I don't believe in telling white lies, so I had a man-to-man talk with Joe about our problem.

.....

38. After the handsome student became a football star, he became very stuck-up and wouldn't have small talk with any of his old friends.

.....

39. Some people are able to quit all at once and never consider the idea of smoking again.

.....

40. Although people would like to live forever, everyone has to die sooner or later.

.....

(20 Marks)

QUESTION **NO.3:** ERRORS IDENTIFICATION

Which of the following sentences are correct and which are not: Indicate your answers by ticking (V) the correct sentences and crossing (X) the wrong ones, in the given boxes.

1	The company fell through its plan.	☐
2	The company's plan fell through.	☐
3	The chairman early showed up.	☐
4	The chairman showed up early.	☐
5	Because she is my friend, I believe in her.	☐
6	Because she is my friend, I believe in.	☐
7	I greatly look forward to my vacation.	☐
8	I look greatly forward to my vacation.	☐
9	I look forward greatly to my vacation.	☐
10	I look forward to greatly my vacation.	☐
11	We were having a conversation but he broke in.	☐
12	He broke in our conversation.	☐
13	The lawyer stuck it to.	☐
14	The lawyer stuck to it.	☐
15	The student found out the answer quickly.	☐
16	The student found the answer out quickly.	☐
17	The student quickly found out the answer.	☐
18	The student found quickly out the answer	☐
19	The student found out it quickly.	☐
20	The student found it out quickly.	☐

21 Tom took unfair advantage of his friend. ☐

22 Tom took unfair disadvantage of his friend. ☐

23 I got out many ideas of the conference. ☐

24 I got many ideas out of the conference. ☐

25 How many students make up this class? ☐

26 What is the make-up of this class? ☐

27 Before going on vacation, I accomplished an odd and end. ☐

28 Before going on vacation,I accomplished some odds & ends ☐

29 These people are my fleshes and bloods. ☐

30 The judge's decision was quite fair and square. ☐

31 The judge's decision was quite fair or square. ☐

32 The hotel's kitchen was very span-and-spick. ☐

33 The hotel's kitchen was very spick-and-span. ☐

34 Jill is quite level-headed. ☐

35 Jill has a level head. ☐

36 Jim looked high and low for the book. ☐

37 Jim looked for the book high and low. ☐

38 I like to go now and again to the beach. ☐

39 I like to go to the beach now and again. ☐

40 Now and again I like to go to the beach. ☐

(20 Marks)

QUESTION NO. 4 : MULTIPLE-CHOICE

Choose the idiom, which has the best meaning in the context below, *by drawing a circle round the letter of the correct answer.*

1. If you weren't so careless, your typewriter wouldn't.....

a-break down
b-come about
c-break in
d-break out

2. When Mary finally.....we were able to leave immediately.

a-got around
b-came about
c-showed up
d-came in

3. If you have any questions while I'm talking, feel free to.....

a-look on
b-come up
c-break in
d-break out

4. What a surprise it was to.....Joe after so many years.

a-run across
b-show up
c-run over
d-show in

5. He went back to work after he had.....

a-gone without
b-fallen through
c-died down
d-gotten over

6. Small streams can.....rivers when winter snow melts.

a- part with
b-turn into
c-go without
d-fall through

7. You really cough too much; you should..... smoking.

a- take after
b- go in for
c- cut down on
d- try for

8. If you stick to your promise, you'll undoubtedly..... it.

a- live up to
b- fall through
c- come to
d- come on

9. The thief had to..... the police because they were all around him.

a- work up to
b- run across
c- look out for
d- live up to

10. When the noise....., I began to speak.

a- broke in
b- died down
c- went without
d- broke out

11. The teacher is reading his lecture too quickly so I can't..... his ideas.

a- catch on
b- hold up
c- hold on
d- keep up with

12. There's too much noise here for me to study. I can't..... it.

a- go through
b- think over
c- point out
d- put up with

13. If you put off your work, you can't..... it.....

a- kick.. around
b- carry ..out
c- point..out
d- tie ...down

14. A serious illness will always.....someone.....in bed.

a- keep…up
b- hold….on
c- carry....out
d- tie…down

15. When the noise died down, the professor.....the next subject of discussion with the student.

a- filled in
b- got ahead
c- took up
d- took in

16. Colour-blind people.....green.....blue.

a- tell.....apart
b- confuse.....with
c- put.....above
d- devote.....to

17. He looks familiar; who does he.....?

a- confuse with
b- take after
c- give off
d- give up

18. This book carefully the subject of poverty in the Third World.

a- goes into
b- touches on
c- turns to
d- engages in

19. If the problem is serious,.....it; don't ignore it.

a- put above
b- take a stand on
c- take advantage of
d- make light of

20. How did such a bad mistake.....?

a- bring about
b- give up
c- fall through
d- come about

21. Your support for me would.....truth.....my claim in court.

a- put ... above.
b- bring.....up
c- lend....to
d- bring.... about

22. He carried out his tasks very well, I think everyone should.....him for his fine effort.

a- go in for
b- look up to
c- get through to
d- look up for

23. Why is it hard for me to.....this difficult book?

a- make sense of
b- lose track of
c- keep up of
d- take advantage of

24. He's ignorant of our plans; let's.....him.....them.

a- turn.....over to
b- leave....to
c- fill....in on
d- leave ....up to

25. My.....were very kind to me when I was seriously ill.

a- heart and soul
b- rank and file
c- wear and tear
d- flesh and blood

26. The criminal knows the.....of successful robberies.

a- part and parcel
b- ins and outs
c- ups and downs
d- rank and file

27. Reaching a difficult agreement is a matter of……

a- give and take
b- odds and ends
c- part and parcel
d- ins and outs

28. It feels good to relax after you accomplish some necessary……

a- eager beavers
b- odds and ends
c- part and parcel
d- pins and needles

29. Most of the……in this country do not work very seriously or productively.

a- old hands
b- rank and file
c- eager beavers
d- flesh and blood

30. When I make a final decision, I never have any……

a- close calls
b- pins and needles
c- second thoughts
d- ins and outs

31. If you're too……with your money now, you'll have nothing saved for your old age

a- big shot
b- free and easy
c- spick-and-span
d- old hand

32. It was amazing that she was……so soon after her accident.

a- lost cause
b- part and parcel
c- spick-and-span
d- up and about

33. Because the rain destroyed her weekend plans, Miss Jones half-heartedly did some……around the house.

a- wear and tear
b- odds and ends
c- give and take
d- ins and outs

34. The international nuclear crisis was..... until the very end.

a- touch and go
b- clear-cut
c- hull and void
d- spick-and-span

35. Tom is more than..... ;he's basically just very lazy.

a- narrow-minded
b- easy-going
c- easy and free
d- high and low

36. Wouldn't it be nice if we could eliminate all war and voilence.....

a- for now
b- for good
c- time and again
d- now and again

37___,there are more similarities between various people of the world than there are differences.

a- Ins and outs
b- Sooner or later
c- Odds and ends
d- By and large

38. The judge declared the new law..... because it was discriminatory.

a- null and void
b- all at once
c- cut and dried
d- by and large

39. Are you being..... when you insist on such a narrow-minded decision?

a- last straw
b- dear-cut
c- fair and square
d- all-out

40. At first I accepted his suggestion, but later I had..... about it.

a- second thoughts
b- heart and soul
c- small talks
d- fair and square

(20 Marks)

Question No.5

A - sentence writing

Answer each question or statement by using the idiomatic expression in a meaningful, grammatical sentence.

1 Explain why a plan might fall through.

.....

2 How did your desire to learn English come about?

.....

3 When a vocabulary word is very difficult, how do you try to catch on?

.....

4 How often do you run over your classwork at home?

.....

5 When was the last time that you ran across an old friend?

.....

6 Do you stick to your plans or do you often let them fall through?

.....

7 Whom do you turn to when you have a problem?

.....

8 What problem in your native country would you do away with, if you were the country's leader?

.....

9 What was the most recent task which you put off?

.....

10 In your family, who do you look up to?

.....

11 Why should students carry out their assignments completely?

.....

12 What responsibilities tie you down?

.....

13 What do you put above your own interests?

.....

14 Why would a person try to make light of an important problem?

.....

15 What does a driver have to keep an eye on?

.....

16 How do you lay your problems to rest?

.....

17 How would you bring someone around to your point of view?

.....

18 Who should you leave medical decisions up to?

.....

19 How do people put wear and tear on their cars?

.....

20 In what situation would you be on pins and needles?

.....

21 Why is it important to know the ins and outs of your work or job?

.....

22 Why do some people think that politicians are full of hot air?

.....

23 When did you have second thoughts about something?

.....

24 Which of your activities are few and far between?

.....

25 What kinds of books do you usually find cut and dried?

.....

26 Why are races more interesting if some racers are neck and neck?

.....

27 When should you make an all-out effort to help someone?

.....

28 What world problems should be eliminated for good?

.....

29 Why are all languages changing little by little?

.....

30 What bad habit would you like to stop sooner or later?

.....

(15 Marks)

B. Paraphrase the following passage:

One day Bill was really down in the dumps. His friends all seemed to be sitting pretty. They were not beating down doors to find ways to get movie money. Bill and his mother had a heart-to-heart talk about it. Bill's mother promised to pay him if he would lend her a hand in the kitchen. Bill was all thumbs, but he agreed. When his mom took the first bite of his meat loaf, he was on pins and needles. She loved it. "Here", she said as she gave him the money. "Step on it, or you'll be late."

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(5 Marks)

APPENDIX 7.b

POST-TEST

TABLE - 105

STUDENTS' PERFORMANCE ON THE POṬ : TOTAL NUMBER OF CORRECT / WRONG ANSWERS AND PERCENTAGES

No.	Question-1		No.	Question-2		No.	Question-3		No.	Question-4		No.	Question-5	
	Correct answers	Wrong answers		Correct answers	Wrong answers		Correct answers	Wrong answers		Correct answers	Wrong answers		Correct answers	Wrong answers
1	100	00	1	100	00	1	100	00	1	100	00	1	90	10
2	70	30	2	91	09	2	100	00	2	98	02	2	100	00
3	87	13	3	90	10	3	93	07	3	100	00	3	100	00
4	86	14	4	81	19	4	93	07	4	100	00	4	97	03
5	100	00	5	88	12	5	100	00	5	100	00	5	100	00
6	100	00	6	98	02	6	100	00	6	95	05	6	100	00
7	98	02	7	80	20	7	100	00	7	94	06	7	100	00
8	75	25	8	100	00	8	100	00	8	100	00	8	100	00
9	100	00	9	80	20	9	86	14	9	90	10	9	100	00
10	76	24	10	100	00	10	100	00	10	100	00	10	100	00
11	100	00	11	80	20	11	100	00	11	90	10	11	100	00
12	89	11	12	90	10	12	100	00	12	100	00	12	100	00
13	100	00	13	100	00	13	100	00	13	100	00	13	100	00
14	90	10	14	95	05	14	100	00	14	98	02	14	95	05
15	98	02	15	75	25	15	90	10	15	98	02	15	100	00
16	90	10	16	90	10	16	90	10	16	100	00	16	97	03
17	55	45	17	90	10	17	92	08	17	100	00	17	97	03

18	46	54	18	84	16	18	92	08	18	96	04	18	100	00
19	85	15	19	100	00	19	100	00	19	100	00	19	100	00
20	99	01	20	100	00	20	100	00	20	100	00	20	100	00
Sub total	1744	256	21	75	25	21	100	00	21	96	04	21	100	00
Question 1 – b1			22	75	25	22	100	00	22	100	00	22	96	04
1	98	02	23	100	00	23	92	08	23	100	00	23	100	00
2	91	09	24	75	25	24	97	03	24	100	00	24	98	02
3	51	49	25	94	06	25	100	00	25	100	00	25	96	04
4	90	10	26	81	19	26	100	00	26	98	02	26	97	03
5	90	10	27	88	12	27	86	14	27	100	00	27	100	00
Sub total	420	80	28	100	00	28	97	03	28	100	00	28	100	00
Question 1.b.2			29	100	00	29	90	10	29	96	04	29	100	00
1	97	03	30	100	00	30	100	00	30	100	00	30	100	00
2	99	01	31	100	00	31	100	00	31	100	00	Sub total	2963	37
3	98	02	32	100	00	37	88	12	32	98	02			
4	98	02	33	92	08	38	96	04	33	100	00			
5	48	52	34	100	00	39	93	07	34	100	00			
Sub total	440	60	35	100	00	40	100	00	35	97	03			
			36	100	00	41	97	03	36	100	00			
			37	92	08	42	100	00	37	100	00			
			38	100	00	43	75	25	38	100	00			
			39	100	00	44	100	00	39	83	17			
			40	100	00	45	100	00	40	100	00			
			Sub total	3684	316	Sub total	3847	153	Sub total	3927	73			
					total	17025	975	%	94.58	05.42				

APPENDIX-8

TABLE - 106

STUDENTS' PERFORMANCE ON THE PRE-TEST / POST-TEST: RESULTS (MARKSWISE)

S.No.	Q1		Q2		Q3		Q4		Q5		Total Marks	
	PRT	POT	PRT	POT	PRT	POT	PRT	POT	PRT	POT	PRT	POT
1	8	17	8	18	13	20	6	20	7	17	42	92
2	7	15	9	18	14	20	7	20	7	18	44	91
3	5	17	5	18.5	11	19.5	9	20	6	18	36	93
4	5	18	6	19	12	20	8	19	5	17	36	93
5	5	17	4	18.5	12	19.5	8	20	5	16	34	91
6	5	15	3	16	10	17	3	18	4	15	25	81
7	4	15	4	15.5	9	15.5	6	19	3	16	26	81
8	3	17	3	15	10	16	6	18	4	14	26	80
9	5	18	5	18	10	20	8	19	6	16	34	91
10	3	15	3	14.5	10	17	6	18.5	4	15	26	80
11	5	17	6	18	10	20	9	20	5	16	35	91
12	4	16	4	15.5	10	16.5	7	19	3	15	28	82
13	5	19	6	18	11	20	11	20	5	16	38	93
14	5	16	3	15.5	10	18	8	19.5	4	16	30	85
15	5	13	3	15	8	17	6	18	8	15	30	78
16	5	16	5	17.5	10	20	7	19.5	4	15	31	88
17	4	13	3	17	10	17	5	18	3	15	25	80
18	5	14	3	16	10	18	6	19	2	17	26	84
19	3	13	3	15	7	17	4	17	3	15	20	77
20	6	20	7	18.5	10	18.5	8	20	7	17	38	94
21	6	18	5	17.5	10	20	6	19.5	7	17	34	92
22	5	17	7	17.5	10	20	6	19.5	7	17	35	91
23	5	17	7	18	9	19	7	20	6	16	34	90
24	5	17	7	18	9	18	5	19	5	18	31	90
25	6	17	5	17.5	9	20	7	19.5	6	16.5	33	91
26	5	15	6	18	8	18	6	20	5	17	30	88
27	6	18	6	18.5	9	19.5	8	20	5	18	34	94
28	5	20	9	18.5	9	20	8	19.5	7	18	38	96
29	5	16	7	19	8	19	5	19	7	17	32	90
30	5	17	6	18	8	19	7	19.5	6	17	32	91
31	6	20	8	18	10	20	11	20	5	19	40	97
32	5	17	7	18.5	9	19	5	19.5	7	17	33	91
33	5	15	5	15.5	7	17.5	5	19	5	16.5	27	84
34	5	17	7	18.5	8	19	5	19.5	5	17	30	91
35	5	14	5	16	8	18	5	19	5	17.5	28	85
36	7	17	6	19.5	9	14.5	6	20	6	18	34	89
37	5	17	7	18	9	20	5	20	5	17	31	92
38	5	19	5	19.5	10	18	9	20	9	18	38	95
39	9	20	10	17.5	9	19.5	6	20	7	18	41	95
40	6	20	10	18	13	20	11	20	12	20	52	98
41	7	20	10	18	10	20	6	20	7	18	40	96
42	7	20	9	18	11	20	8	20	9	18	44	96
43	6	17	7	19	10	20	6	20	7	18	36	94
44	5	17	5	18.5	10	19.5	7	20	5	17	32	92
45	6	20	10	18	12	20	9	20	8	18	45	96
46	8	20	10	18	9	19	10	20	6	18	43	95
47	6	17	7	19	8	20	7	19	7	17	35	92
48	7	19	6	19	12	20	7	20	8	17	40	95
49	5	16	7	19	10	19	7	20	7	17	36	91
50	5	17	7	19	9	20	8	20	6	18	35	94

S.No.	01		02		Q3		04		05		Total Marks	
	PRT	POT	PRT	POT	PRT	POT	PRT	POT	PRT	POT	PRT	POT
51	5	16	8	19.5	9	19.5	7	20	6	16.5	35	92
52	5	16	8	19	9	19	5	20	5	16	32	90
53	6	20	10	19	11	20	8	20	7	18	42	97
54	7	17	6	18.5	10	19	7	19.5	8	17	38	91
55	6	16	7	19.5	9	19.5	8	20	7	17	37	92
56	5	13	5	18.5	8	19	7	19.5	5	17	30	87
57	5	15	6	18	8	20	5	20	6	17	30	90
58	6	16	7	19	8	20	7	20	7	17	35	92
59	7	20	11	19	10	20	8	20	7	18	43	97
60	8	20	10	19	10	20	10	20	12	18	50	97
61	7	20	9	19	10	20	11	20	6	18	43	97
62	6	20	7	19	10	19	9	20	8	17	40	95
63	6	17	5	19	8	19	5	19	6	17	30	91
64	6	16	5	18.5	9	17.5	5	19	5	17	30	88
65	8	20	12	19	10	20	11	20	10	18	51	97
66	5	16	6	19	9	20	7	20	6	18	33	93
67	7	18	5	19.5	8	20	10	19.5	6	17	36	94
68	6	20	10	19	10	20	8	20	7	18	41	97
69	7	16	8	19.5	9	19.5	7	20	6	17	37	92
70	5	16	6	18.5	7	19.5	7	19	5	16	30	89
71	5	17	6	19	9	19	6	20	7	17	33	92
72	5	15	5	19	8	18	5	19	5	16	28	87
73	6	15	6	19.5	7	18.5	6	19.5	5	16	30	89
74	8	20	12	19.5	10	19.5	10	20	9	18	49	97
75	7	20	11	19.5	11	19.5	11	20	10	18	50	97
76	7	20	11	19.5	10	20	9	19.5	7	19	44	98
77	7	19	9	19.5	12	20	8	19.5	7	17	43	95
78	9	20	10	19	12	20	11	20	8	18	50	97
79	6	16	7	19.5	10	19.5	8	20	7	17	38	92
80	6	14	6	18.5	9	20	7	19.5	5	17	33	89
81	6	15	6	19.5	11	18.5	8	20	5	17	36	90
82	6	19	6	19.5	9	18.5	10	20	7	18	38	95
83	7	16	8	19.5	10	19.5	11	20	9	18	45	93
84	9	20	13	19.5	12	19.5	12	20	12	19	58	98
85	8	20	12	19.5	10	20	13	20	8	18	51	98
86	6	15	7	19	10	20	8	20	6	17	37	91
87	7	17	8	19.5	11	19.5	8	20	6	17	40	93
88	5	19	8	18.5	10	19.5	7	20	6	16	36	93
89	6	17	8	19	9	20	8	20	6	17	37	93
90	7	20	10	19.5	11	20	10	19.5	7	18	45	97
91	7	18	9	19.5	10	19.5	10	20	6	18	42	95
92	6	16	7	20	9	19	7	20	6	17	35	92
93	6	17	8	19.5	10	18.5	8	20	5	17	37	92
94	7	19	10	19.5	11	20	9	19.5	6	18	43	96
95	6	20	8	19.5	10	19.5	10	20	7	17	41	96
96	7	15	6	19	9	20	6	20	5	16	33	90
97	6	18	7	19.5	9	19.5	7	20	6	16	35	93
98	6	20	9	19.5	10	20	8	20	7	17	40	97
99	6	16	8	20	10	20	7	19.5	5	17	36	93
100	7	20	10	19.5	11	20	10	19.5	7	18	45	97

APPENDIX - 9

Harmer 1983: Materials evaluation form

NAME OF MATERIALS UNDER CONSIDERATION

_____

_____

AUTHOR(S)_____

_____

PUBLISHER,_____

LEVEL_____

A - Practical considerations

1. Is the price of the materials appropriate for your students?

Yes No

Comment_____

2. Are the integral parts of the materials (coursebook, tapes, teacher's book, etc. available now?

Yes No

Comment_____

B - Layout and design

1. Is the layout and design of the materials appropriate for your students?

Yes No

Comment_____

C - Activities

1. Do the materials provide a balance of activities that is appropriate for your students?

Yes No

Comment_____

2. Is there a sufficient amount of communication output in the materials under consideration?

Yes No

Comment_____

3. Do the materials provide enough roughly-tuned input for your students?

Yes No

Comment_____

4. Is 'new' language introduced in motivating and realistic contexts?

Yes No

Comment_____

_____

5. Where the materials encourage practice, is the practice motivating for your students?

Yes No

Comment_____

D - Skills

1. Do the materials include and practice the skills your students need?

Yes No

Comment_____

2. Do the materials have an appropriate balance of skills for your students?

Yes No

Comment_____

3. Is the practice of individual skills integrated into the practice of other skills?

Yes No

Comment_____

E - Language type

1. Is the language used in the materials realistic - i.e. like real-life English?

Yes No

Comment_____

2. Is the language used in the materials at the right level for your students?

Yes No

Comment_____

3. Is the language in the materials the right type of language for your students?

Yes No

Comment_____

4. Is the progression of 'new' language appropriate for your students?

Yes No

Comment_____

F — Subject and content

1. Are the subject and content of the materials relevant to the students' needs?

Yes No

Comment_____

2. Are the subject and content of the materials realistic at least some of the time?

Yes No

Comment_____

3. Are the subject and content of the materials interesting for the students?

Yes No

Comment_____

4. Is there sufficient variety for your students in the subject and content of the materials?

Yes No

Comment_____

G - Guidance

1. Do the materials contain clear guidance for the teacher about how they can be used to the best advantage (for example in a teacher's book)?

Yes No

Comment_____

2. Are the materials clearly written for your students and are the objectives clearly stated for both students and teacher?

Yes No

Comment_____

H – Conclusion

1. Would you recommend adopting (or continuing with) these materials for your students?

Yes No

Comment_____

(Source: Harmer 1983: 241—244).