

A Syntactico-Semantic Study of English Phrasal Verbs

دراسة دلالية نحوية للأفعال المركبة في اللغة الانكليزية

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الخلاصة

هذا البحث هو محاولة لدراسة الخصائص النحوية و الدلالية للأفعال المركبة في اللغة الانكليزية. تم تصنيف الأفعال المركبة ، قيد الدراسة في هذا البحث ، إلى مجاميع وفقا إلى خصائصها النحوية و الدلالية. يقسم هذا البحث إلى قسمين رئيسيين تناولا أهم المسائل المتعلقة بهذه الفئة من الأفعال الانكليزية. يسلم القسم الأول الضوء على التعاريف الأساسية لمصطلح (الأفعال المركبة) و التي هي كافية لتغطي الدراسة من وجهة نظر الباحث. فضلا عن ذلك ، يدرس القسم الأول أعداد و أهمية الأفعال المركبة في اللغة الانكليزية.

يتناول القسم الثاني العناصر البنيوية و الدلالية لهذا المصطلح و يركز على خصائص و معايير هذا العناصر و يبين أوجه الاختلاف بين الأفعال المركبة و الأفعال المجرورة . و يوضح الاستعمال المجازي و المطلق و الحرفي لهذه الفئة من الأفعال الانكليزية. و على ضوء ما تم بحثه من خلال هذه الدراسة ، تم وضع عدد من الاستنتاجات.

ABSTRACT

This paper is an attempt to investigate the syntactic and semantic features of the English phrasal verbs. In this paper, phrasal verbs were classified into subgroups according to their syntactic and semantic characteristics. After giving a survey of literature written on the meaning and definition of phrasal verbs, two sections have been devoted to tackle the most important issues in this category of English verbs.

Section one sheds light on the basic definitions of the term 'phrasal verb' which are, according to the researcher's point of view, sufficient to cover the area of the study. In addition, it studies the number and the importance of phrasal verbs in English.

Section two deals with the syntactic and semantic features of English phrasal verbs. It shows whether these phrasal verbs are transitive \ intransitive and separable \ inseparable, as well as it focuses on the differences between phrasal verbs and prepositional verbs. Finally, the literal and idiomatic usage of English phrasal verbs has been tackled.

In the light of the findings of the study a number of conclusions are drawn.

INTRODUCTION

A phrasal verb can be defined as an English verb followed by one or more particles where the combination behaves as a syntactic and semantic unit. 'Make up', 'give in', 'look after', 'carry on', 'blow out', 'put off', 'put up with', 'call off', 'drink up', 'take down', 'come to', 'look up', 'pass out', and 'turn into'. They are just a few examples of the many English phrasal verbs, which constitute one of the most distinctive and creative features of the English language. The phrasal verb consists of a verb, usually a monosyllabic verb of action or movement such as 'go', 'put', 'take', and one or more particles. The particle may be an adverb, a preposition, or a word that can act as either adverb or preposition. Often the meaning of these verb phrases is idiomatic and can not be determined by knowing the meaning of their individual parts. Because of this, phrasal verbs are often difficult to master for students of English as a second language.

Phrasal verbs are extremely common, especially in spoken language, and used more informally than their Latinate synonyms, for instance, 'use up' Vs. 'consume', 'gather together' Vs. 'assemble', and 'put out' Vs. 'extinguish'. Moreover, many English phrasal verbs can be replaced, with little change of meaning, by single word verbs, e.g., 'give in' by 'yield', 'look after' by 'tend', 'carry on' by 'continue', and 'put up with' by 'tolerate'.

In most cases, the phrasal verb is less formal more colloquial and more image or emotion laden than the single word. English Phrasal verbs and their noun derivatives account for a significant number of new words now being coined in the English language.

SECTION ONE DIFFERENT DEFINITIONS OF THE TERM “PHRASAL VERBS”

1.1. Definitions of English Phrasal Verbs:

A Phrasal verb is a type of verb in English that operates more like a phrase than a word. Tom McArthur in the *Oxford Companion to the English Language* (1992) notes that these verbs are also referred to by many other names such verb phrase, discontinuous verb, compound verb, verb-adverb combination, and verb-particle construction. Crystal in the *Cambridge Encyclopedia of the English Language* calls this linguistic phenomenon a “Multi-word verb” that is best described as a lexeme, a unit of meaning that may be greater than a single word.

A phrasal verb is defined by Broukal and Woods (1990:189) as “the combination of a verb + an adverb particle and sometimes the particle may be followed by a preposition”. They go on to say that “most of the particles look like prepositions but act as adverbs, and usually change the meaning of the verb they are connected”. The same definition is given by Kollin (1982:12) when she states that “phrasal verbs are common structures in English. They consist of a verb combined with a preposition like word, known as particle”. She (ibid: 16) goes on to say that “phrasal verbs include both two-and three- word strings”. Examples of such phrasal verbs are ‘give up’, ‘look after’, and ‘hand in’ which include two strings while ‘put up with’, ‘give in to’, and ‘put up for’ include three strings.

Phrasal verbs are considered by Graver (1963: 261) as “semi-compounds” whereas Palmer (1965:180) regards them as “single units in the grammar “. He gives reasons for naming them like that by saying that “there are severe collocational restrictions. We can give in but not give down. We can look after someone but not look before him”. He (ibid) adds that phrasal verbs are “obviously semantic units” because ‘give in’ equals ‘yield’, ‘look after’ may be replaced by the literary ‘tend’, ‘put up’ has the meaning of ‘invent’, and ‘put up with’ means ‘tolerate’.

What has been stated by Palmer (1965) concerning the treatment of phrasal verbs as single units is quite true and has a solid basis simply

because we have to place certain prepositions or adverbs after certain verbs in order to convey certain meanings or concepts.

1.2. Number of English Phrasal Verbs:

Despite the fact that phrasal verbs are very frequent form in spoken English, many ESL (English as a second language) students avoid using them just as many ESL teachers avoid teaching them.

Concerning the number of phrasal verbs in English, Praninskas (1957:217) states that “no one knows how many two-word verbs there are in English but the number is very large”. Since the number of phrasal verbs is like that stated by Praninskas , it is then very important for those who specialized in English to acquainted themselves with as many phrasal verbs as possible, especially with those which are frequently used whether in writing or speaking.

Bolinger (1971:153) answers the question of why there are so many of these formations in English. He (ibid) states that:

they are words. The everyday inventor is not required to reach for elements such as roots and affixes that have no reality for him. It takes only a rough familiarity with other uses of head and off to make them available for head off ,virtually self-suggesting when the occasion for them comes up , which is not true of learned formations like intercept.

Another aspect of phrasal verbs that is often overlooked is the number of new nouns derived from them. According to Bolinger (1971), the phrasal verb is “next to noun +noun combinations, probably the most prolific source of new nouns in English”. Below are some examples:

Runway	from	run away
Makeup	from	make up
Outbreak or breakout	from	break out
Break-up	from	break up
Get-together	from	get together
Blackout	from	black out
Sit-in	from	sit in
Upkeep	from	keep up
Layout and outlay	from	lay out
Dropout	from	drop out
Blow-up	from	blow up
Checkup	from	check up
Letdown	from	let down
Sellout	from	sell out
Shakeup	from	shake up

Larger studies, analyzing a wider range of texts and a wider variety of phrasal verbs, would be necessary to answer some questions concerning the increase of English phrasal verbs. Is English become more idiomatic? Will the increase in the number and usages of English phrasal verbs increase the difficulty for persons learning English as a second language? And if so, what do these trends predict about the future of English and the changes it may undergo?

1.3. Importance of English Phrasal Verbs:

It is said that the writing and speech of native speakers of English is full of phrasal verbs expressions, especially in spoken form of English. This takes us to the fact that native speakers of English use in their speech expressions like 'hang on' instead of 'wait' , 'call up' instead of 'telephone', 'break down' instead of 'stop working', 'to put off' instead of

‘to postpone’ , ‘to get out’ instead of ‘to exist’, and ‘ to get together’ instead of ‘to congregate’etc. On the other hand, non-native speaker of English avoid using phrasal verbs constructions, especially those which are not frequently used, simply because they find them difficult to handle. This point has been emphasized by Cowie and Mackin (1978:6)and Seidle and McMordie (1978:114).The difficulty in handling these constructions is attributed to the fact that they are highly idiomatic, i.e., the total meaning of the combination may bear little or no relationship to the meaning of the individual words of combinations.

In order to show the importance of English phrasal verbs and how they are sometimes misunderstood, Candlin (1965:234) has included the following joke in his book:

A visitor to England, who did not know English very well, was travelling with a friend by train. He was leaning out of the window and his friend saw he might get hurt

“Look out” he shouted

The visitor leaned further out of the train, and was nearly hit by a tree at the side of the rail way line. He turned to his friend and said angrily:

Why did you say “look out” when you mean “look in”?

Clearly, this is not a joke but a call to all those who are involved in the English language to acquaint themselves with these important constructions as they definitely merit attention. However, it is not that easy to master all these difficult constructions in a short time as a job like this requires hard practice and very long time.

SECTION TWO THE SYNTACTIC AND SEMANTIC FEATURES OF ENGLISH PHRASAL VERBS

2.1. The Syntactic Features of English Phrasal Verbs:

According to the definitions of phrasal verbs dealt with in the previous section, one can notice that phrasal verbs are composed of two elements: a verbal element and a particle.

It has been stated earlier in this paper that the handling of phrasal verbs constructions presents one of the difficulties experienced by learners of English as a foreign language. Based on this fact, it is very important to shed light on the syntactic analysis of English phrasal verbs.

2.1.1. Properties of Lexical Verbs in Phrasal Verbs Combinations:

Smith (1948:178) states that phrasal verbs have two characteristics: the syntactic characteristics and the semantic ones. According to Smith, the syntactic characteristics indicate that the constitute elements that are used to form the phrasal verbs are composed of verbal element plus prepositions used as adverbs. Quirk et al (1985:115) argue that the lexical verbs that are found in the combinations of phrasal verbs are the most common lexical movement. They (ibid) add that these lexical verbs are connected greatly with the physical movement or state like: 'come', 'go', 'keep', 'fall', 'get', and 'take'.

Fraser (1974:11) deals with the verbal elements of the phrasal verbs from a syntactic point of view. He states that the second element of the phrasal verb which is the particle can be connected with both the transitive and intransitive verbs. He puts focus on these kinds of verbs and how they can be affected when they are connected with the particles. The transitive lexical verbs turn to be intransitive verbs when they are phrasalized and vice versa. For example:

-After I explained the math problem, she began to
catch on (= understand)

-She began to **catch on** the math problem.

In the first sentence, 'catch on' can not take an object, i.e., it is intransitive, whereas in the second sentence 'catch on' is transitive verb since it takes an indirect object (math problem).

2.1.2. The General Characteristics of the Particles in Phrasal Verb Combinations:

The term particle is used to denote the second component of the phrasal verb which can be either an adverb or a preposition.

Jowett (1964:53) states that the function of the particle is of a great value to this construction because the particle is used to change the meaning of the verb and sometimes, it adds another meaning to the verb, therefore, these particles have the function of forming new verbs; the meaning of the lexical verbs 'make' or 'take' is different from the meaning of the phrasalized verbs 'make up' and 'take off'. He (ibid) adds that the particles have five functions which are:

1-The particles make the phrasalized verbs have new meanings which differ from the meaning of the original lexical verbs as in the lexical verbs 'carry' when combined with the particle 'on' to give the meaning of 'continuity'.

2-Some particles do not change the meaning of the lexical verb, yet, they add new meaning to the lexical verbs when they are combined with them to form the phrasal verbs as in 'speak' and 'speak out'. The particle here adds the meaning of 'loudly' to the original verb.

3-Some particles add sense of completion to the meaning lexical verb as in 'carry out' and 'gather up'.

4-Some particles help to form collocations. These particles function as adverbs. The collocation consists of both the verb and the particle (adverb). The particle retains the meaning of both elements as in 'go out'.

5-Some other particles function as prepositions but they are more attached to the verb. These prepositions differ from the pure prepositions in that the complement which follows them can be omitted and easily understood from the context, as in:

-She left the baby upstairs and **went down.** (stairs)

To answer the question of how to identify the function of the particles, Fraser (1974:11) mentions that there are three criteria which are as follows:

1-Substitution:

A word is supposed to be considered as an adverbial extension when it is connected with the verb to form a unit and this unit can be replaced by one single verb without making any change in the structural arrangement of the sentence. For example,

-I **did up** my shoe properly.

-I (fastened) my shoe properly.

2-Expansion:

This criterion can be adopted when the particle is considered as a preposition but it can not be adopted in the case when the particle is an adverb. If the particle is a preposition, an additional element can be inserted between the verb and the preposition. For example,

-He **came in** the class.

-He **came suddenly in.**

-I **look up** a word in the dictionary.

-I **look slowly up** the word in the dictionary.

3-Re-arrangement:

The difference between the two kinds of particles (a preposition or an adverb) can be manifested through changing the position of the particles themselves. For example,

-He can not **get up** the stairs.

But not

- She can not **get** the stairs **up**.

2.1.3. Transitivity and Intransitivity of English Phrasal Verbs:

Some English phrasal verbs are transitive such as ‘get over’, ‘hand in’, and ‘pick out’; others are intransitive such as ‘get up’, ‘break down’, and ‘look out’; while some others are both transitive and intransitive such as ‘call up’, ‘give up’, and ‘hang up’.

According to Stageberg (1965:225), “The transitive verb-adverbial composite has an object and is symbolized by (VAC +O)”. Examples of such phrasal verbs are ‘fill in’, ‘look for’, and ‘throw away’. Sometimes, the subject of a phrasal verb is a pronoun (it, them, me, you, him, her, and us). In such cases the pronouns go before (on, off, in, out, up, down....etc.) as stated by Murphy (1985:262). In order to show where the pronoun is placed, consider the following example:

-They gave me a form and told me to **fill it in**.
(not ‘**fill in it**’)

Murphy (ibid) refers to the use of a phrasal verb- preposition by saying that “the object always comes after the preposition”. Here are two examples:

-You are walking too fast, I can’t **keep with** you.
-Jack has **cut down** on smoking. He smokes five

cigarettes a day now.

Intransitive phrasal verbs, on the other hand, have “Three characteristics which tend to be common to intransitive VAC; and which can be used as VAC tests” as stated by Stageberg (1965:224). The first characteristic is that the meaning of a certain phrasal verb as a unit is different from that of individual meaning of the two parts added together. This can be shown by the following two examples:

-She **turned up** late as usual (arrived).

-The plan **took off** at ten O'clock.(left the ground).

The second characteristic is that the adverbial particle in an intransitive VAC is not moveable as one can not say:

*-She **turned** late as usual **up**.

Or,

*-The plane **took** at ten O'clock **off**.

The third characteristic is that the verb and the adverbial particle are inseparable. Stageberg (ibid) states that “a modifier separating them results in a strange or non-English locution”. Here are two examples:

-He **turned** suddenly **up** at seven O'clock.

-We **took** immediately **off** for Memphis.

It is concluded that English phrasal verbs may be intransitive as in :

-The party **broke up** when we turned in.

Or transitive as in:

-She **put** the heckler **down**.

Or,

-She **put down** the heckler.

In the case of an object (noun) receiving the action of the verb, the object may come before or after the particle.

2.1.4. Separability and Inseparability of English Phrasal Verbs:

Because of the importance of phrasal verbs as it has been stated earlier in section one; one has to know the separability and inseparability of these structures. This is a very important aspect to notice as a certain phrasal verbs can be separated and some others can not. Even if a certain phrasal verb can be separated then the new sentence may carry a very different meaning as in the following examples:

1-I **saw** the plan **through**.

2-I **saw through** the plan.

In sentence (1), 'through' is a particle while in sentence (2) it is a preposition. When taking a look at these two constructions, one may think that the first and the second sentences carry the same meaning whereas their meanings are completely different. The first sentence means 'I preserve until the plan was satisfactory complete'; and the second means 'I recognized the deception of the plan'.

Praninskas (1957:217) states that "separable two-word verbs permit the object between the two parts in a certain cases and require it there in others". To clarify what has been stated by Praninskas, it is possible to place the short noun object after the

particle or before it without changing the meaning of the sentence. Here are two examples:

-She **gave in** her test.

Or,

-She **gave** her test **in**.

In long noun objects, however, the verb and its particle are never separated and the noun stays at the end:

-She **gave in** her test which was finished.

If we put the particle of the phrasal verb in the above mentioned sentence at the end, then there is absence of word order and the sentence sounds illogical. On the other hand, in the case of pronoun objects, they are to be placed after the verb as in the following example:

-She **gave it in**.

Moreover, there is a type of phrasal verbs where the object never comes between the two strings of the verb. Examples of such phrasal verbs are ‘call on’, ‘get over’, ‘go over’, ‘keep into’, ‘run across’, ‘run into’...etc. This type called inseparable phrasal verb. If we give a look to the following sentences, we can imagine why these two-word verbs should be inseparable:

-He **got over** a bad heart attack. (correct)

*-He **got** a bad heart attack **over**. (incorrect)

In addition to what has been written about some of the inseparable phrasal verbs, Broukal and Woods (1990:190) emphasize that “when the verb is followed by a preposition (not

an adverb particle), the verb and the preposition are not separated and the pronoun is placed at the end”. An example of such construction is given in the following sentences:

-She **looked for** it.

And

-She **looked it for**.

Thus, some particle can be separated from the verb so that a noun or pronoun can be inserted and some particles, on the other hand, can not be separated from the verb. Examine the following two examples:

-She **added up** the total on her calculator.

Separable

-She added it up on her calculator.

-She always **gets around** the rules.(to evade)

Inseparable

*-She always **gets** the rules **around**.

2.2. Phrasal Verbs and Prepositional Verbs:

Phrasal verbs play an important role in English today, particularly in spoken English. A few simple words are used to give a large number of different meanings by adding prepositions or adverbs. An area which has not been yet touched upon in this paper is the differences between phrasal verbs (VAC+O) and prepositional verbs (V+PP) which cause confusion.

Learners who are not well acquainted with such structures may not be able to distinguish between a phrasal verb and a prepositional verb and a learner may think that ‘fell down’ in the following examples is a phrasal verb:

-Jack **fell down**. (adv.)

-Jack **fell down** the hill. (PP)

According to Meyer (1975:207), neither of these sentences has a phrasal verb. In the first sentence, ‘down’ is simply an adverb modifying the verb ‘fell’. The meaning of ‘fell down’ is a combination of the meanings of ‘fell’ and ‘down’. In the second sentence, ‘down the hill’ serves as an adverbial prepositional phrase answer the question “where?”.

Gardener and Davies (2007:11-15) make a comparison between phrasal verbs and prepositional verbs. They (ibid) mention the differences between phrasal verbs and prepositional verbs in the following points:

1-All prepositional verbs must take a direct object but phrasal verbs do not have to.

2-Most phrasal verbs allow the particle to be separated from the verb so that both ‘figure out something’ and ‘figure something out’ are possible. But whenever the direct object of phrasal verb is a pronoun, there is preference for the separated form ‘I can not figure it out’. In contrast, prepositional verbs do not allow the preposition to be separated from the verb.

3-Phrasal verbs have their own intonation pattern; the particle is always stressed, e.g.:

-He **woke *up**.

Not,

-*He **woke up**.

4-The most frequent phrasal verbs consist of a small number of highly frequent verbs like ‘take’, ‘get’, and ‘put’ combined with a small number of particles. Whereas prepositional verbs consist of a wide range of verbs combined with a wide range of prepositions.

2.3. The Semantic Features of English Phrasal Verbs:

Like all multi-word verbs, phrasal verbs have semantic unity; although they are made up of two words, they have a single meaning just as single-word item typically do. In other words, each of the words in a phrasal verb has its own meaning when used independently, but when it is part of the phrasal verb, it loses that meaning and cooperates with another word to create a new meaning.

Some grammarians, such as Kollen (1998:35), take the view that English phrasal verbs define only those combinations that form an idiom, a phrase whose meaning can not be predicated from the meaning of its parts. This is a semantic point of view which focuses mainly on the meaning of the verb combination. To clarify this point of view, consider the following example:

-The balloon **went up** into the sky.

She (ibid) would say that ‘go up’ in the above mentioned sentence, is not example of phrasal verb because the sentence can be rephrased as:

-***Up** the balloon **went** into the sky.

Kollen (ibid) would designate ‘up’ as an adverb modifying ‘went’. She also applies the test of meaning to phrasal verbs as in: ‘give in’ by ‘surrender’, ‘come by’ by ‘acquire’, and ‘break up’ by ‘end’. Each phrasal verb could be replaced by a single verb with the same general meaning.

On the semantic basis, Fraser (1974:12) points out that phrasalized verbs can be grouped into different classes according to the semantic features. Thus, verbs like ‘cement in/on’, ‘paste up’, ‘nail up’, and ‘clamp

down\ up' are of similar sense because all the objects specified by each one of these verbs are used to join materials.

Bollinger (1971:153) defines phrasal verbs as a semantic unit consisting of a verb plus a particle. He states that this semantic unit has a special degree of what he calls cohesion. In addition, Murphy (2002) explains that the kind of particles that are used with the phrasal verbs can be restricted to the semantic reference of these verbs. For instance, the particle 'out', 'off', and 'up' are used with verbs of movement such as 'drive', 'get' and 'come'.

Semantically, Meyer (1975:4) argues that the particle adds different meanings to the verb such as:

- Primitive meaning as in '**mount up**'
- Literal meaning as in '**rid through**'
- Extension meaning as in '**shut up**'

He (ibid) goes on to say that he can not make any specification about the second element of the phrasal verbs, yet, he comes again to state that these elements have a positive value because through the use of these elements a great variety of verbal concepts can be produced such as: 'shoot off', 'shoot by', and 'shoot out'

It is concluded that in order to guess the meaning of a certain word, one has to use the contextual clues which are often there in any text or context. These clues are of different kinds namely contextual references, conjunctions references, parts of speech, prepositions, compounds, the words and its surroundings ...etc. Training ourselves to infer meaning from the context gives us a powerful aid to comprehension and will ultimately greatly speed up our reading.

To support what has already been stated, concerning the meaning of phrasal verbs, Clark and Nation (1981:217) state that "the ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption". Of course,

what applies to words applies to phrasal verbs as there is always possibility of guessing their meanings, using the clues referred to earlier.

2.4. Literal and Idiomatic Usage of English Phrasal Verbs:

When one takes a look at the different phrasal verbs used in English, one finds that the meanings of some of them are quite clear and that the adverbs added to the verbs produce new constrictions that are semantically clear. On the other hand, some phrasal verbs constructions result in a separated unit of meaning, i.e. the total meaning of a certain phrasal verb bears little or nothing to the meaning of the individual element which that unit is composed.

Most phrasal verbs carry different meanings and some have more than ten meanings. Seidl and McMardie (1978:114) hint at this when they write that “any one combination may have several idiomatic meanings, depending on the words which precede and follow it, i.e. its ‘collocations’”. If, for example, we take the phrasal verbs ‘take off’, we find that it carries so many meanings. This of course, depends on the context it is used in. Here are a few examples of the different meanings of this phrasal verb:

- Take** you coat **off** and sit down. (remove)
- some local trains have been **taken off**, as there was no demand for them. (removed from service)
- I **took off** three kilos last week. (lost weight)
- He is very funny when he **takes off** Charli Chaplin (imitate)
- Why don't you **take off** that silly moustache? (shave)

Phrasal verbs vary in the strength of their idiomaticity; in other words, idiomaticity is on a gradient. For example, the phrasal verb “take off,” meaning “humorously imitate” is strongly idiomatic: it would be impossible to guess its meaning from a knowledge of the meaning of its components. By contrast, “put off” meaning “delay“ is moderately

idiomatic; and “speed up,” meaning “suddenly accelerate” only slightly so. (Its meaning could be quite easily guessed from a knowledge of the meaning of its components, but it still has a unique meaning.

Whoever, McArthur (1992:773) in his treatment of phrasal verbs states that phrasal verbs cover both the literal and idiomatic uses. Grammarians who take this position classify phrasal verbs based on their use in sentence patterns (syntactical properties) and as a new word formation (morphological properties), as well as , by the overall meaning of these verb combination (semantic properties). The example below illustrates the same phrasal verb having both a literal and idiomatic meaning:

-She **put down** the book. (literal)

-The army **put down** the rebellions. (idiomatic)

It is, however, the idiomatic application in everyday speech which makes phrasal verbs so important. In addition, some phrasal verbs carry very vague meanings. Even if such phrasal verbs are used in context, one may not be able to know their meaning unless he\she looks their meanings up in the dictionary or in any book on idioms. Seidl and McMardie (1978:113) mention that “sometimes, the combination of the verb +preposition or particle results in a separate unit of meaning, which may be highly idiomatic”. If we take a look at the following two sentences , we find that the meaning of the phrasal verb ‘pack in’ in sentence (1) is quite clear, whereas in sentence (2) the meaning of it is not very obvious which ,in fact, means “abandon” .

1-She opened her suitcase and **packed** all her cloths **in**.

2-He decided to **pack** his job **in**.

Sometimes a difference in syntax or word order of an idiom will result in different meanings. The meaning of the idiom "turn on," for example, depends a lot on how it is combined with other words.

-He **turned on** me. (He betrayed me; he attacked me.)

- He **turned me on**. (He excited me.)

McArthur (1992:773-774) states that in addition to a single literal and \or idiomatic meaning, some phrasal verbs can have a multitude of different meanings depending on the context. Table No. (1) shows how some of the many ways in which the English phrasal verbs are currently used:

Table (1) Different meanings of some English phrasal verbs

The phrasal verb ‘ come across’	It’s meaning
I was lucky; I came across this vase in a second-hand shop.	Find by chance
The new teacher comes across as a very nervous person.	Give the impression of being
The phrasal verb ‘ be down’	It’s meaning
He’s been down ever since his dog died.	Feel depressed
Unfortunately, profits are down by 20 per cent.	Decreased
Barry can’t come to the meeting. He is down with a virus.	Have caught with some kind of illness
The phrasal verb ‘ be in’	It’s meaning
Competition entries must be in by the end of the week.	Arrive
I don’t know much about it as I wasn’t in on the planning	Be involved in something
The phrasal verb ‘ be off’	It’s meaning
Smell this cream . I think it’s off	Have gone bad
The phrasal verb ‘ be up to’	It’s meaning
You’re looking guilty . What have you been up with.	Be doing something wrong
The phrasal verb ‘ call for’	It’s meaning
This situation calls for urgent action.	require
The phrasal verb ‘ call in’	It’s meaning
The manufactures called in those cars to check the brakes	Ask for something to be returned because of a problem.
The phrasal verb ‘ call on’	It’s meaning
I call on you all for your help	Appeal to
Shall we call on your sister when go to London	
The phrasal verb ‘ die away’	It’s meaning
The noise of the band died away and the crowd dispersed.	Become weaker
Many traditional crafts have died out in the last fifty years.	Disappear
The phrasal verb ‘ fall back’	It’s meaning

The enemy fire was so intense that the troops had to fall back	Retreat
The phrasal verb ‘ fall down’	It’s meaning
That argument falls down when you take the cost into account	Be weak in an argument
The phrasal verb ‘ fall for’	It’s meaning
How could I have fallen for that old trick?	Be deceived by
The phrasal verb ‘ fall out’	It’s meaning
They fell out over a loan and haven’t spoken since then	Quarrel, no longer be friends
The phrasal verb ‘ get at’	It’s meaning
Mr. Smith is always getting at me , even when it’s not my fault.	Criticize
The phrasal verb ‘ go for’	It’s meaning
I expect the council will go for the cheaper option.	Choose
My wife suddenly turned and went for me with the kitchen knife.	Attack
The phrasal verb ‘ go in ’	It’s meaning
These clothes won’t all go in my suitcase.	Fit inside
The phrasal verb ‘ go off’	It’s meaning
Smell this cheese. I think it’s gone off .	Become bad
The phrasal verb ‘ go through’	It’s meaning
I’ll go through my notes once more just before the exam	Examine , review
The phrasal verb ‘ play down’	It’s meaning
The authorities tried to play down the incident to prevent panic	Make something appear less important
The phrasal verb ‘ play with’	It’s meaning
The minister was only playing with words. Nothing will change.	Use words to create an effect
The phrasal verb ‘ polish up’	It’s meaning
I need to polish up my Spanish before my holiday.	improve
The phrasal verb ‘ pull off’	It’s meaning
Despite all the difficulties, she managed to pull off the deal	Succeed in doing something difficult
The phrasal verb ‘pick up’	its meaning
Pick up that book.	To take up by hand
Please, pick up your room.	To tidy up
The airport van picked up its passengers.	To take on
I picked up this ring on sale.	To acquire casually
He picks up foreign languages fairly easily.	To acquire knowledge
He picked up his package at the post office.	To claim
She picked up some milk on her way home.	To buy

Her boss picked up the tab for lunch.	To pay a bill
He picked up a virus on his trip.	To come down with a disease
The home team picked up eight yards on the play.	To gain
He picked up a date at the singles bar.	To make casual acquaintance
The police picked up the bank robber	To take into custody
The dog picked up the scent of the kidnapper.	To come upon and follow
The lawyer picked up his argument after the noon recess.	To continue after a break
Retail sales always pick up around the holidays.	To improve
She just picked up and left town.	To pack one's belongings
The phrasal verb ' see through'	It's meaning
The others were fooled but I could see through all his charm.	Not be deceived

.It is concluded that what distinguishes the writing and the speech of a non-native speaker of English from that of native speakers is that what native speaker of English write or say is full of phrasal verbs expression of various degree of idiomaticity whereas non-native speaker's performance is greatly lacking in this respect.

2.5. Conclusion:

The paper reached to the following conclusions:

1-Phrasal verbs play a large part in English today, particularly in spoken English. A few simple words are used to give a large number of different meanings by adding prepositions or adverbs.

2-English phrasal verb refers to a combination consists of a lexical verb plus a particle. The particle can be either a preposition or an adverb. The meaning of the phrasalized combination is not implied in the meaning of the individual units of the phrasal verb.

3-Both transitive and intransitive phrasal verbs can be used as phrasal verb but their state will be different, i.e., transitive lexical verbs turn to be intransitive when they are phrasalized and vice versa.

4-English phrasal verb consists of two basic components: a lexical verb and a particle. The particle has five functions and it is used to change the meaning of the verb or add some other meanings. In addition, the function of the particle can be identified through the use of the criteria of substitution, expansion, and re-arrangement.

5-The most important aspect of the English Phrasal verbs is the idiomatic usage since a single phrasal verb may carry different meanings.

It is recommended that those who are involved in learning and teaching English have to acquaint themselves with as many phrasal verbs as possible, especially with these which are frequently used.

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