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Poděkování

Ráda bych poděkovala vedoucí mé bakalářské práce Mgr. Renatě Šimůnkové, PhD. za poskytnutí odborných rad, věcné připomínky, ochotu a vstřícný přístup během zpracování této práce.

Mé poděkování patří také Paedr. Jiřímu Šádkovi, jednatelem firmy Zasilatelské knihkupectví SKLEP, který mi ochotně zapůjčil odbornou literaturu nezbytnou k dokončení mé práce.

Nakonec bych chtěla vyjádřit jak moc si cením podpory a trpělivosti, kterou mi poskytovala rodina a přátelé po dobu mého studia.

Anotace:

Tato práce se zabývá frázovými slovesy a jejich výskytem v jazyce z prostředí kanceláře. Autor provedl výzkum frázových sloves v korpusu, který byl vytvořen na základě titulků ke dvěma televizním seriálům z kancelářského prostředí. Cílem této práce bylo najít deset nejčastěji se vyskytujících frázových sloves, sestavit přehled o jejich četnosti v korpusu a porovnat výskyt frázových sloves v korpusu vytvořeném na základě anglické verze seriálu a americké verze seriálu. Centrem zájmu této práce byla kvantitativní analýza korpusu. K jejímu uskutečnění byly využity nástroje korpusové lingvistiky, ale některá frázová slovesa byla analyzována i po kvalitativní stránce. Průzkum přinesl seznam deseti nejčastěji vyskytujících se frázových sloves z čehož šest z nich se vyskytlo jak v anglickém tak v americkém korpusu. Výsledky tedy poukazují na to, že u obou korpusů ne-existují velké rozdíly mezi typem nebo četností vyskytujících se frázových sloves. Tyto výsledky se také shodují s nálezy předešlých korpusových studií, které byly prostudovány v přípravné fázi výzkumu. V rámci této práce byla provedena také příkladová studie kvalitativního výzkumu, která odhalila zajímavé odlišnosti ve významu některých frázových sloves, která byla použita v anglickém i americkém korpusu. Tato skutečnost otevírá cestu k dalšímu možnému výzkumu.

Klíčová slova: frázová slovesa, korpus, četnost výskytu, kvantitativní a kvalitativní korpusový výzkum, jazyková rovina, metafora

Abstract:

The thesis focuses on the use of phrasal verbs in the language of office environment. The research was carried out by examining a corpus created from TV series based on the communication in office environment. The purpose of the study was to find ten most often used phrasal verbs, count the instances of their occurrence and compare the differences between the English and the American usage of phrasal verbs in this context. The thesis used the tools of quantitative corpus research however some phrasal verbs were also analyzed qualitatively. The results identified the top ten phrasal verbs and revealed that six out of ten phrasal verbs are in the top ten of both - the UK and the US corpus. The results therefore suggest that there is not a significant quantitative difference between the number or the type of phrasal verbs in the UK or the US corpus. The findings of the thesis also confirm the results of previous corpus-based studies. The example of a qualitative analysis, which demonstrated interesting differences in meaning and use of some phrasal verbs in the UK and the US corpus introduced an area worth further research.

Key words: phrasal verbs, corpus, instances of occurrence, quantitative and qualitative corpus based research, register, conceptual metaphors

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List of abbreviations:

app. - appendix

no: - number

p. - page

PV - phrasal verb

PVs - phrasal verbs

Tab. - table

UK corpus - corpus created from the English TV series (The Office)

US corpus - corpus created from the American TV series (The Office)

1 Introduction

“Phrasal verbs are one of the most versatile features of English”, noted B. Bryson in his book *Troublesome words* (Bryson in Wilde, 2011). They are not only abundant, but also semantically and syntactically complex. In terms of its common occurrences, based on the British National Corpus (2.3.3.1.1), Gardner and Davies research (2.3.3.1.2) pointed out that readers can find one phrasal verb in every 192 words of English, or roughly two per page of a written text. Phrasal verbs are considered notoriously challenging area of English language learning and teaching. Often it is impossible to guess their meanings from the verb and the particle. It can be also difficult how to use them in sentences and there is the difficult question of when it is appropriate to use them. Such complexity sometimes results in the avoidance of phrasal verbs. But phrasal verbs are not only central feature of the English language, they are also extremely useful and are found in all kinds of contexts. They appear in informal situations such as conversations or emails, but quite often in formal and technical writing too. There are many contexts where a phrasal verb is simply the best, most natural sounding way of expressing an idea.

More research on phrasal verbs in diverse aspects could therefore benefit learners of English language as they can understand more about phrasal verbs and gain more confidence when using them. This thesis concentrates on the quantitative and qualitative research of phrasal verbs in an office environment, where the speakers use both formal and informal language.

By examining corpora created from TV series based on the communication in the office environment, a search is conducted for the most often used phrasal verbs in an office environment register. The purpose of the study is to investigate the 10 most

often used phrasal verbs, count the instances of their occurrence and compare the differences between the American and English usage of phrasal verbs in this context. The thesis uses the tools of quantitative corpus research however some phrasal verbs are also analyzed qualitatively.

The thesis is structured into eight chapters whose main contents can be outlined as follows. After introduction there are two theoretical chapters. In chapter number two readers will be introduced to the syntactic behavior of a phrasal verb (2.1) and its possible meaning (2.2). There are also sub-chapters dealing with register (2.3) and corpus language research (2.3.3) that provide information about the method and sources adopted for the purpose of this study as well as explain the most important terminology. Subsequently, the practical part describes the method (3), the process of the research and the results (4). The findings are then presented in the discussion and conclusion part of the thesis. (5 and 6)

The results of the thesis may enrich the development of teaching materials for courses that concentrate on business English or English language for office environment. Another benefit can be seen in possible adoption of the method for a research of other corpora in the future. The example of a qualitative analysis also suggests a topic for further research.

2 Literature Review

2.1 Definition of a phrasal verb

Researchers and linguists have proposed various definitions of phrasal verbs. A phrasal verb is a type of a multi-word verb that consists of a lexical verb plus a particle. In phrasal verbs the particle is an adverb. (Quirk 1990,336). According to

The Collins Dictionary (2016, on-line) it is a phrase that consists of a verb plus an adverbial or a prepositional particle, esp. one the meaning of which cannot be deduced by analysis of the meaning of the constituents: “take in” meaning “deceive” is a phrasal verb. Mendis (2010,3) provides more detailed but very similar description. “A phrasal verbs is a two or three part structure which consists of a verb followed by what looks like a preposition, but which is commonly described as a particle, as it cannot be separated from the main verb.” Furthermore the author uses a term “non-compositional meaning”, which confirms that phrasal verbs have a unique semantic feature where the verb and particle combination do not have the meaning “that would be derived by taking the individual meanings of the two parts and putting them together”.

Quirk (1990,336) makes a clear distinction between phrasal verbs (particle is an adverb) and prepositional verbs (particle is a preposition) and includes them under a multi-word verb category. Macmillan (2005, LS2) ads that verbs with a preposition are sometimes called prepositional verbs, however includes these verbs under the phrasal verb category. There are also verbs that have two particles, both an adverb and a preposition: for example *get on with* or *stand up for*. Quirk (1990,336) defines them as phrasal-prepositional verbs and Macmillan (2005, LS2) includes them under phrasal verb category. All the above categories will be dealt with in subsequent chapters in more details.

Although the definitions given by various sources differ to some degree, the variations are rather slight from a language learner's point of view. The definition that is being applied and followed for the purpose of this theses is from Macmillan's Phrasal verbs plus (2005, LS2): “Phrasal verbs are made up of a verb and a particle.

A particle can be:

- an adverb (such as *out* or *away*): for example *go out*, *put away*
- a preposition (such as *with* or *from*): for example *deal with*, *shrink from*.”

2.1.1 Transitive and intransitive phrasal verbs

Both previously cited sources (Macmillan 2005, LS2 and Quirk 1985, 336-338) confirm that like other verbs, phrasal verbs can be:

- transitive (followed by a noun or pronoun that is the object of the verb)
- intransitive (with no object)
- both transitive and intransitive

According to Macmillan (2005, LS2) the most important thing to learn about the grammar of phrasal verbs is where to place the object. It can go before or after the particle and there could be more than one particle.

2.1.1.1 Transitive phrasal verbs

Transitive phrasal verbs may take a direct object. Macmillan (2005, LS2) divides them into four groups according to where the object goes in relation to the particle.

- a) With most transitive phrasal verbs, the object can go either between the verb and the particle, or after the particle. These verbs are known as separable phrasal verbs:

“*Just pack your bags and **load up** the car.*
*I will **load** the car **up** while you lock the door.* “ (Macmillan 2005, LS2)

However, the choice of whether to put the object before or after the particle is not always a completely free one. If the object contains information that the reader or listener already knows, it is more likely to come between the verb and the particle.

But if the object presents new information, it is more likely to come after the particle. If the object consists of more than three or four words, it usually goes after the particle, rather than between the verbs and the particle.

If the object is a pronoun, it must go between the verb and the particle, and it can not go after the particle.

- b) With a few transitive phrasal verbs, the object must go between the verb and the particle, whether it is a noun, a noun phrase, or a pronoun such as *tell somebody/something apart*.
- c) With some transitive phrasal verbs, the object must go after the particle or particles, whether it is a noun, a noun phrase or a pronoun. This group includes all prepositional and phrasal prepositional verbs.
- d) A small group of three-word phrasal verbs has two objects, one of which goes after the verb, the other after the particles:

*“She **played** one boy **off against** another.
I have decided to **take** you **up on** that job offer.” (Macmillan 2005, LS3)*

2.1.1.2 Intransitive phrasal verbs

Because they do not have objects, the behavior of intransitive phrasal verbs is straightforward. The verb and particle always stay together.

2.1.1.3 Phrasal verbs that are both transitive and intransitive

When these verbs are intransitive, they behave like all other intransitive phrasal verbs:

*“I do not like children who **answer back**.”*

When they are transitive, they behave in one of the ways described in 3.1.1

*“We did not dare **answer the teacher back**.”(Macmillan 2005, LS3)*

2.1.2 Prepositional verbs

There are two types of prepositional verbs. (Quirk,1990, 338-341):

- type I prepositional verb consists of a lexical verb followed by a preposition with which it is semantically and/or syntactically associated. The noun phrase following the preposition is a prepositional object.
- type II prepositional verbs are ditransitive verbs. They are followed by two noun phrases, normally separated by the preposition: the second noun phrase is the prepositional object.

2.1.3 Phrasal-prepositional verbs

Verbs that have in addition to the lexical verb, both an adverb and a preposition as particles are phrasal-prepositional verbs. (Quirk,1990, 341-342)

- Type I phrasal-prepositional verbs have only a prepositional object.
- Type II phrasal-prepositional verbs are ditransitive verbs. They require two objects, the second of which is the prepositional object.

2.1.4 Free-combination verbs and other multi-word verb constructions

According to Quirk there is not a sharp boundary between multi-word verbs and free combinations, where the parts have distinct meanings.

*“We called on the dean (prepositional verb)
We called after lunch (free-combination)” (Quirk 1985, 339)*

Quirk suggest one criterion for distinguishing prepositional verbs from free combinations of verb plus preposition which is the possibility of making the prepositional object the subject of a corresponding passive clause.

In addition there are other verb constructions similar to phrasal verbs:

- a) Verb-adjective combinations, eg: *break even, plead guilty, lie low*
- b) Verb-verb combination, eg: *get rid of, have done with, get going*
- c) Verb with two prepositions, eg: *compete with somebody for something, apply something for somebody*

2.2 The meaning of phrasal verbs

Although the thesis is not directly aimed at the meaning of phrasal verbs it is a vital part of their definition. (see 2.1) The chapter about the meaning of phrasal verbs was therefore considered necessary. Furthermore its content was used while discussing the results of the search, during quantitative analysis and it may assist with any future additional research.

All the reviewed sources acknowledge that the learners of phrasal verbs might encounter difficulties while learning them.

Kiativutikul & Phoocharoensil (2014, 74) even call phrasal verbs “notoriously challenging for many learners..”. Moreover, the unpredictable combinations of verbs and particles, as well as the complexity of syntactic and semantic features of phrasal verbs...result in the avoidance of phrasal verbs.”

Cambridge Phrasal Verbs Dictionary (2006,vii) confirms that: “phrasal verbs can seem difficult to learn. Often it is impossible to guess their meanings from the verb and the particle.”

Macmillan suggests that the meanings of phrasal verbs are often difficult to remember, because they seem to have no connection with the words that they consist

of. “In fact many phrasal verbs are metaphorical , and if we understand the metaphors they use, it is easier to understand and remember their meanings.” (Macmillan 2005, LS5)

The phrasal verb has either a literal meaning and refers to a physical action or its meaning is metaphorical and describes an action that is similar in some way to the literal meaning. Macmillan (2005, LS5) offers a following example: “, when someone, *digs up* information, thus discover it, and the process seems similar to the way in which dogs find bones that have been buried in the ground.” Some phrasal verbs only have metaphorical meanings. “For example, to *breeze in* means to enter a place confidently, without seeming to care what other people think: perhaps the attitude and action reminds us of the movement of a breeze (a light wind).” (Macmillan 2005, LS5) Macmillan continues explaining that when the verb part of phrasal verb is used in a metaphorical way, this is usually quite obvious. But the particles may be used metaphorically too. This is less easy to recognize, but in fact there is often a clear connection between the literal meanings of the particle and its metaphorical uses.

In English, like many other languages, the basic, literal meanings of adverbs and prepositions refer to direction, position in space, distance, or extent.

- *up* literally describes movement towards a higher position
- *down* literally describes movement towards a lower position
- *ahead* literally describes a position in front of you

Macmillan (2005, LS5) claims that the metaphorical uses of these particles develop from these literal ones:

- *up* has metaphorical meanings to do with increases in size, number, or strength (prices went up)

- *down* has metaphorical meanings to do with decreases in size, number, or strength (the children quietened down)
- *ahead* metaphorically describes a point in the future (many problems lie ahead of us).

2.2.1 Conceptual metaphors

According to Macmillan, the same metaphorical idea occurs in many different words and phrases, not just in phrasal verbs. Macmillan (2005, LS5-6) explains the meaning of conceptual metaphors by giving the following example: “The idea of moving up-wads or of being in a high position is found in many words that metaphorically describe increases in quantity (*go up, rise, climb, soar, peak* etc.) and similarly with the opposite ideas (*go down, fall, drop, slump, dive*). These are called conceptual metaphors.”

Not many languages have phrasal verbs, but some metaphors seem to occur in nearly all languages . One universal metaphor is the idea of “*up/high*” and “*down/low*” refers to power and status: powerful, important people are thought of as being “at the top” of an organization or society, while ordinary people without any power are “at the bottom”. This idea also seems to occur in most languages.

Lakoff and Johnson in Macmillan (2005, LS6) believe that many conceptual metaphors originally developed because of basic human experiences, and that is why they occur in so many languages, even when the languages are not related. For example, the idea “*up/high*” refers to large quantities because when more things are added to a pile, it becomes higher; and the idea “*up/high*” refers to being powerful because if two people fight and one of them is physically on top of the other, that person usually wins.

The following sections describe twelve common metaphorical ideas from

Macmillan , which are according to the author most likely to occur in an office environment. Each idea is expressed by way of an adverb or a preposition.

2.2.1.1 Increasing and decreasing: down, out, up

Up expresses ideas of increases in size, strength, or importance, while *down* expresses ideas of something becoming smaller, weaker, or less important.

*Fees have **gone up** again.*

*The search operation has been **scaled down**.*

Out expresses ideas of something becoming wider or fuller, covering a greater extent, or lasting for a longer time.

*Her stories **flesh out** the world in which these historical characters lived.*

2.2.1.2 Excitement, interest, and happiness: down, up

Some phrasal verbs with *up* refer to things becoming more exciting, lively, or interesting, or to people becoming happier. Phrasal verbs with *down* refer to things becoming quieter or calmer, or to people becoming more unhappy.

*Things are **looking up**.*

Calm down!

2.2.1.3 Completeness: up

Up expresses an idea of completeness. For example, to *burn up* means to burn completely, and to *wind something up* means to bring it to a complete end.

2.2.1.4 **Ending: away, down, off, out**

When something ends, we can think of it as gradually going farther away until it completely disappears. In phrasal verbs, *away*, *down*, *off* and *out* all express ideas of something gradually ending.

*Her voice **faded away**.*

*The wind **died down** during the night.*

*The rain **eased off**.*

2.2.1.5 **Time – past and future: ahead, back, behind, forward**

Metaphors relating to time are often based on the idea that time is like a line that goes from the past to the future, with the past behind us and the future in front of us. Phrasal verbs with *ahead* and *forward* express ideas of the future, while phrasal verbs with *back* and *behind* express ideas of the past.

*What **lies ahead**?*

*I am **looking forward** to seeing them again.*

*The house **dates back** to the 16th century.*

***Put** the whole episode **behind** you.*

2.2.1.6 **Progress: ahead, along, behind, on, through**

Making progress and achieving things is like being on a journey and moving towards your destination. Phrasal verbs with *along* describe the kind of progress that is being made, while phrasal verbs with *ahead* and *behind* express ideas of making good progress or poor progress.

*The building work was **coming along** nicely.*

*He needs to **get ahead**.*

Phrasal verbs with *through* describe the process of achieving something or dealing with work.

*She **sailed through** her exams.*

Phrasal verbs with *on* express the idea of continuing with an activity or task: *on* here has the same meaning as *onwards*.

*I can not **carry on**.*

2.2.1.7 Getting involved in an activity: *away, in, into, out*

According to Macmillan (2005, LS8) we think of activities as if they have physical dimensions, like areas or spaces. In phrasal verbs, *in* and *into* express the idea of getting involved, while *away* and *out* expresses the idea of avoiding or ending an involvement.

*We **joined in** the fun.*

*I **flung myself into** my work.*

*You can not **walk away** from the relationship.*

*He **bowed out** gracefully.*

2.2.1.8 Problems: *around, aside, off, over, round*

Problems and difficulties are sometimes considered in the same way as physical objects that get in our way. Some phrasal verbs have meanings to do with ignoring problems or behaving as if they do not exist. The metaphorical idea is that we go *around* or *over* the things that are in our way, or we push them farther away.

*They **skirted around** the issue.*

*He **brushed aside** my objections.*

*I **laughed off** his criticisms.*

*They **glossed over** the question of who was going to pay for it.*

2.2.1.9 Power and weakness: *down, over, under, up*

When one person has power and controls another, we think of the first person as being in a higher position than the second. Some phrasal verbs with *over* and *up* express ideas of someone being in control, or becoming more powerful than someone

else. Phrasal verbs with *down* and *under* express ideas of someone being forced into a weaker position, or of being controlled or restricted.

*The emperor **ruled over** a vast area.*
*They have **come up** in the world.*
*The rebellion was swiftly **put down**.*
*The prisoners are **kept under** constant surveillance.*

2.2.1.10 **Communication: across, between, forth, in, into, out, over, through**

Communication between two people is often understood as a connection *between* them, with information passing from one to the other, often *across* a large space.

*I do not know how to **put it across**.*
*I can not **get through** to them.*
*The message **came over** clearly.*
*Something **passed between** them.*

When one person says something, their words seem to leave them physically. When they are told something, the message or information seems to enter them.

*She **poured out** her problems.*
*My parents **drummed** its importance **into** us.*

2.2.1.11 **Information and knowledge: into, out, up**

Phrasal verbs with *into* describe the process of trying to find information from someone or something.

*You do not want them **nosing into** your finances.*

Some phrasal verbs with *out* and *up* express ideas of revealing secrets or finding information, as if they are uncovered or brought to the surface.

*She tried not to tell them, but in the end she **let it out**.*
*We **dug up** some interesting facts.*

2.2.1.12 **Relationships: apart, off, together, up**

Relationships are like physical connections. Some phrasal verbs with *together* refer to a close relationship between two people or groups, while ones with *apart* refer to the ending of a relationship.

*We **got together** in our first year at college.*
*They **drifted apart** over the years.*

Phrasal verbs with *up* can refer to people forming a new relationship or can refer to the ending of a relationship.

*Two students from each class **pair up** to produce a short play.*
*Her parents **split up** a few months ago.*

A few phrasal verbs with *off* refer to a new relationship between two people. The metaphorical idea is that the two people come together and become separate from a large group.

*All our friends seemed to be **pairing off**.*

2.3 Register and phrasal verbs

It has been already suggested that phrasal verbs can cause anxiety for learners and teachers alike. Apart from resolving the problems of meaning and grammar, there is the difficult question of when it is appropriate to use them.

2.3.1 Formal and informal use of phrasal verbs

Phrasal verbs have become an ever so frequent part of modern English, yet they continue being somewhat discriminated. Most course books or grammar guides warn students against using them in academic writing. Some books specialize in offering alternatives to those phrasal verbs that can sometimes be too informal for writing. Others even warn against using phrasal verbs where the particle adds little content to

the verb. There are also positive comments and they are steadily increasing in number reflecting the changing attitudes towards phrasal verbs. The truth however is, that the view on phrasal verbs has never been unified. (Wilde, 2011, 53)

Some information about phrasal verbs can be found in the English grammar guides. Similarly, most students of English encounter phrasal verbs during their lectures or in their course books. Both sources usually provide mixed advice. One might warn against the use of phrasal verbs in formal language while another one advises learners to choose phrasal verbs as the most natural option.

Wilde (2011,53) offers the historic background of phrasal verbs, explains their origin and their use. According to Wilde, who refers to *Campbell (1776)* “English is an analytic language and its grammar is largely based on word order and separate words such as prepositions.” In the past, Latin and Greek, synthetic languages, which use verb and noun endings, were the languages of learning and therefore superior. In contrast, the phrasal verbs were seen as “the poor relation of their Latinate equivalents, because they were composed of verbs and particles of Germanic origins.” (Wilde 2011,54) Wilde informs that some writers of the 20th century, such as *A. G. Kennedy* take surprisingly low view of phrasal verbs: “ the development of these combinations is essentially a process of the common, relatively uneducated mind” (Kennedy in Wilde, 2011, 54). Luckily there were also other authors who held an opposite opinion and rejected such an unfavorable comparison. Those were authors who campaigned for “pure, plain” English, most famous one being *George Orwell*. He called the latinized style pretentious and complained about the fact that writers deliberately choose Latin and Greek words because they believe their sound is grander than the sound of the Saxon ones. The Plain English Campaign claim that

the Latinate verbs are no longer transparent and can seem lifeless. Moreover they preserve vividness of what they are supposed to confer.

Wilde claims that phrasal verbs began to be associated with American English in the early twentieth century. This was probably caused by an influx of articles and criticism of phrasal verb usage in the newspapers and usage guides at that time. For example Wilde quotes Gowers (p.56) who writes that redundant phrasal verbs are an “infection which...is spreading across the Atlantic and calls for watchfulness”. These views prevail even today, however according to *Wilde* these comments are not that accurate. She investigated the origin of the criticized phrasal verbs and found out that some were recorded long before Americans could be blamed for them: *stand up for* in 1608 in *King Lear* or *help out* in 1600. There is a number of phrasal verbs that are of true British origin such as *eat up*, *cool down* or *warm up to a subject*.

2.3.2 Phrasal verbs versus Latinate (single-word) verbs

The general grammar books nowadays usually compare the phrasal verbs and Latinate verbs in terms of register. Many take a simple and bald view that “Phrasal verbs, which are verbs followed by preposition are too informal for academic writing.” (Hong Kong Polytechnic University in *Wilde*, 54) Other guides recognize that some phrasal verbs are acceptable, but this indicates that there is still certain negativity attached to them unlike to other grammatical classes. *Wilde* argues that adjectives, also have synonyms that are suitable or non-suitable for formal writing, but this is not mentioned in the usage guides.

On the other hand grammar guides and dictionaries that are specially designed to help learners of English to deal with phrasal verbs claim that:” phrasal verbs are not

just an informal version of purer English.”(Macmillan 2005, LS14)

In fact, there are many situations – even in quite formal texts – when a phrasal verb is the most natural-sounding way of expressing a particular idea, so learners should be encouraged to use phrasal verbs as and when they are most appropriate. (Macmillan 2005, LS13) Macmillan illustrates their view on the example of a phrasal verb **brought up** and its single-worded counter-part **raise**:

- *Issues **brought up** by the President of the College and by the Board of Regents shall be addressed by the Faculty Senate and, if necessary, by the Association as....(from a college constitution document)*
- *answering the big questions **raised** by the war. (from an on-line book review)*

The first sentence is an extract from a very formal written text. The writers of this document could have chosen to use *raised* in place of *brought up*, but clearly the phrasal verb is natural and acceptable in this context. On the other hand, the second sentence is from an on-line book review, a much less formal register and in this case the writer chose to use *raise* rather than *bring up*. According to Macmillan, this is probably because the combination “raises no natural way of saying something other than through a phrasal verb + question” is a strong collocation, whereas “bring up + question” is a rather rare combination.

In many cases phrasal verbs fill important lexical gaps: that is they express concepts for which there is no obvious single-word equivalent. “In such cases, there really is no natural way of saying something other than through a phrasal verb and choosing a single-word equivalent risks sounding stilted or pompous.” (Macmillan 2005, LS14) Macmillan offers the following comparison:

- *It was going to be a special night so she decided to **don** her new Old Skool*

Vans.

- *She **put on** her new Nikes.*

The use of the verb *don* in the first sentence is either slightly affected, or is used in order to emphasize the special nature of the night referred to. But in most contexts, *put on* is a much more natural choice.

2.3.3 A corpus-based study of phrasal verbs

The main aims of the thesis are to determine 10 most often used phrasal verbs in a corpus and count the instances of their occurrence. In order to reach these goals the author used the tools of corpus linguistics.

2.3.3.1 Corpus

“The word *corpus*, derived from the Latin word meaning *body*, may be used to refer to any text in written or spoken form. However, in modern Linguistics this term is used to refer to large collections of texts which represent a sample of a particular variety or use of language(s) that are presented in machine readable form.”
(University of Essex, on-line)

The web pages of the Essex University linguistic department provide information on different kinds of corpora. These can contain written or spoken (transcribed) language, modern or old texts, texts from one language or several languages. The texts can be whole books, newspapers, journals, speeches etc., or consist of extracts of varying length. The kind of texts included and the combination of different texts vary between different corpora and corpus types.

General corpora consist of general texts, texts that do not belong to a single text type, subject field, or register. Some corpora contain texts that are sampled (chosen

from) a particular variety of a language, for example, from a particular dialect or from a particular subject area. These corpora are sometimes called Sub-language Corpora.

Corpora can consist of texts in one language (or language variety) only or of texts in more than one language. If the texts are the same in all languages, i.e. translations, the corpus is called a Parallel Corpus.

2.3.3.1.1 General corpora

The two largest and freely search-able corpora of English language are The British National Corpus (BNC) and Corpus of Contemporary American English (COCA). The following basic information about the corpora was found on their official websites.

- BNC is a 100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written. The latest edition is the *BNC XML Edition*, released in 2007. The written part of the BNC (90%) includes, for example, extracts from regional and national newspapers, specialist periodicals and journals for all ages and interests, academic books and popular fiction, published and unpublished letters, school and university essays, among many other kinds of text. The spoken part (10%) consists of orthographic transcriptions of unscripted informal conversations (recorded by volunteers selected from different age, region and social classes in a demographically balanced way) and spoken language collected in different contexts, ranging from formal business or government meetings to radio shows and phone-ins.

- COCA is the largest freely-available corpus of English, and the only large and balanced corpus of American English. The corpus was created by Mark Davies of Brigham_University. The corpus contains more than 520 million words of text and is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts. It includes 20 million words searched from 1990-2015 and the corpus is also updated regularly.

2.3.3.1.2 Phrasal verbs corpora

Kiativutikul & Phoocharoensil (2014,77) list several important studies, that have been carried out to investigate phrasal verbs in various aspects, such as the combination of phrasal verbs, the most frequently used phrasal verbs, and the avoidance of learners towards the use of phrasal verbs. Their corpus based study also provided the author with valuable information from Gardner and Davies (2007) and Liu (2011) reports which are not freely accessible.

- Gardner and Davies (2007) conducted corpus-based research on English phrasal verbs based on the British National Corpus (BNC) with an aim to determine the most frequent adverbial particles and lexical verbs used in phrasal verbs construction to explore how these lexical verbs interact with various adverbial particles, to provide a list of the most frequent phrasal verbs based on overall frequency and coverage, and to approximate the number of word senses relating to each of the most frequent phrasal verbs. Their study was exploratory and informative in nature. The results from this study showed the eight most frequent adverbial particles (i.e. *out, up, on, back, down, in, off and over*) and 20 most frequent lexical verbs (*go, come, take,*

get, set, carry, turn, bring, look, put, pick, make, point, sit, find, give, work, break, hold, and move). The combination of these lexical verbs and adverbial particles accounted for 53.7 percent of all the phrasal verbs in BNC. The researchers also came up with the top 100 phrasal verb lemmas in BNC (such as *go on, carry out, set up, pick up, go back, etc.*), which make up approximately half of all the phrasal verbs in BNC, and these 100 phrasal verbs have roughly 559 various meanings, or on average 5.6 meanings per phrasal verb. The researchers finally maintained that these findings can be applied in pedagogy and future research in order to improve the instruction of English phrasal verbs.

- Liu (2011) conducted multi-corpus research aiming to offer a comparative examination of the most frequently used phrasal verbs between American and British English and an investigation of their usage across frequently used phrasal verbs between American and British English and an investigation of their usage across registers in American English. The primary corpus used was the Corpus of Contemporary American English (COCA), and BNC was employed as a secondary corpus for comparison purposes. The findings revealed a list of 150 common phrasal verbs in American and British English, which include 100 phrasal verbs from Gardner and Davies' (2007) study, and 50 additional items. The research also provided a cross-register table of those phrasal verbs that indicated which register each phrasal verb tends to occur. The researchers offered implications for English learners, teachers, and future researchers. English learners and teachers can adopt the list of the 150 most common phrasal verbs for their learning and instructing purposes.

2.3.3.2 Corpus Linguistics

Corpus linguistics is the study of language by means of naturally occurring language samples. Analyses are usually carried out with specialized software programs on a computer. Corpus linguistics is thus a method to obtain and analyze data quantitatively and qualitatively rather than a theory of language. Quantitative analysis helps to obtain the results, such as the number of occurrences, and the major patterns in any corpora being studied. On the other hand, the function of language or how a word or phrase is used in various situations can be achieved through qualitative analysis. The corpus-linguistic approach can be used to describe language features and to test hypotheses formulated in various linguistic frameworks.

“Corpus-based research uses a principled collection of naturally-occurring texts. Aside from sources of texts, to serve the principled collection purpose, the size and design of the corpus should be emphasized to ensure that the corpus contains good representative samples and proper varieties of texts.” (Kiativutikul & Phoocharoensil 2014, 74). The same source however quotes Reppen (2010), who suggested that there is no specific size of a corpus that fits all studies. Studies of common grammatical features can rely on small-size corpora, while far bigger corpora are required for the research of less common features.

3 Methodology

3.1 Corpus research

This study is an exploratory, quantitative, qualitative and corpus-based research. It aims to determine 10 most often used phrasal verbs in a corpus created on the basis of subtitles from two TV series from an office environment. Apart from this

objective, the findings will show the most often used particles, lexical verbs and the number of instances each of them occurs in the corpus.

The corpus was created from a collection of texts which occurs in two TV series – The Office (UK series) – the UK corpus and The Office (US series) – the US corpus. The texts, in the form of subtitles were downloaded from a website www.tvsubtitles.net. The data collected from the UK corpus will be also compared with the data collected from the US corpus. The study may show that some phrasal verbs occur in both corpora or that some phrasal verbs are specific to one corpus only.

It should be pointed out that the author considered the drawback which relates to the number of episodes in each series. The UK series has only 14 episodes while the American show has got 242 episodes, which would not make the UK and US corpora comparable samples. (see 2.3.3.2, ...the size and design of the corpus should be emphasized to ensure that the corpus contains good representative samples) The author therefore decided to form the UK corpus from the whole UK series (426 minutes) and the US corpus from 20 episodes of the US series (420 minutes). The UK episodes are usually 30 minutes long. There are two special Christmas episodes 52 minutes long. The US episodes are 23 minutes long.

In view of the comparable sizes of both corpora the author expected to find a similar number of phrasal verbs.

Apart from the chance to study English and American version of the same series the reason for selecting the texts from The Office series for the corpus purposes was that it realistically depicts the office environment. The writer of the American adaptation admitted in an interview that the writers spent time visiting the offices.

(Daniels, Greg, 2007) They were talking to workers and recording the situations. They used their notes while creating the script rather than creating the situations themselves. Greg Daniels, writer, producer and director calls it “an observational comedy”. (Daniels, Greg, 2007)

The language in the series is both formal and informal and includes various modes of communication. The show concentrates on the relationship between the co-workers. As a result there is an extensive use of informal language however there is also space for formal language. The formal language is adopted during external communication (employee – customer), internal communication (employee – employer) or while drafting formal documents.

3.1.1 The UK corpus

The UK corpus is a collection of texts from subtitles to *The Office* (UK series) *The Office* is a “mockumentary sitcom”, a satirical film presented in the style of a documentary (Merriam-webster dictionary, on-line) that was first broadcast in the United Kingdom on BBC Two on 9 July 2001. Created, written, and directed by Ricky Gervais and Stephen Merchant, the programme is about the day-to-day lives of office employees in the Slough branch of the fictitious Wernham Hogg Paper Company. Gervais also stars in the series, playing the central character, David Brent. The office is headed by regional manager Brent aided by his team leader Gareth Keenan played by Mackenzie Crook. Much of the series's comedic success stems from Brent, who frequently makes attempts to win favor with his employees and peers with embarrassing or disastrous results. Brent's character flaws are used to comic effect, including numerous verbal gaffes, inadvertent racism, sexism and other

social *faux-pas*.

The show centers on themes of social clumsiness, the trivialities of human behavior, self-importance and conceit, frustration and desperation and fame.

In total there are fourteen episodes of *The Office*: six in each series and two 52-minute Christmas special episodes. (Wikipedia – free encyclopedia, on-line)

3.1.2 The US corpus

The US corpus is a collection of texts from subtitles to *The Office* an American television comedy series that aired on NBC from March 24, 2005 to May 16, 2013. It is an adaptation of the BBC series of the same name. *The Office* was adapted for American audiences by Greg Daniels.

The series depicts the everyday lives of office employees in Scranton, Pennsylvania branch of the fictional *Dunder Mifflin Paper Company*. To simulate the look of an actual documentary, it is filmed in a single-camera setup, without a studio audience or a laugh track. The show debuted on NBC and ran for nine seasons, and 242 episodes. (Wikipedia – free encyclopedia, on-line) As pointed above, the US corpus was created using subtitles to 20 episodes in order to ensure comparability of the UK and US corpora.

3.1.3 The phrasal verbs dictionaries

In addition, *Macmillan Phrasal Verbs Plus* (2005) and *Oxford Phrasal Verbs* (2011) were used as the main references for the information about the phrasal verbs – their lexical verbs and their particles.

These dictionaries have been specially designed to help learners of English deal confidently with phrasal verbs. They explain their meanings, give descriptions of

their syntactic behavior and provide guidance on register.

3.2 Corpus analysis

To perform data analysis of the corpus, the author made use of a text processing algorithm that is designed to filter data. The steps were as follows:

- A list of the most common particles (adverbs and prepositions) was sourced from Macmillan Phrasal Verbs Plus (2005).

This is a list of 33 particles : about, across, after, against, ahead, along, apart, around, aside, at, away, back, behind, by, down, in, into, for, from, forward, on, of, off, out, over, round, through, to, together, under, up, with, without

- The algorithm took each item from the list of particles and searched the UK corpus for sentences that contain the particle.
- In the following stage the author carried manual elimination of particles where they did not form a part of a phrasal verb as defined in 2.1. Some multi-word verbs were compared with Macmillan Phrasal Verbs Plus (2005) and with Oxford Phrasal Verbs Dictionary (2011) to confirm their phrasal verb status.
- Phrasal verbs were then listed and ordered according to the particle they were formed with and according to a number of their occurrences in the UK corpus. (app. 1)
- The same procedure was applied on the US corpus including the manual elimination and comparison with phrasal verb dictionaries.
- Phrasal verbs were then listed and ordered according to the particle they were

formed with and according to a number of their occurrences in the US corpus.

(app. 2)

- The next step was to compare the data from the UK and the US corpus and determine the most often used phrasal verbs in the corpus (UK plus US corpus).
 - The results show the number of instances of each particle and the most often used phrasal verb formed using each particle in both corpora.
 - The results also present statistics related to the most often used lexical verbs that formed part of phrasal verbs in the corpus with the list of 10 most often used phrasal verbs formed using each of the lexical verb from the top 10 list.
- (app. 3 and 4)

4 Results

The search produced a total number of 1332 instances of phrasal verbs in the UK corpus and 1045 in the US corpus (Table 1). Some phrasal verbs (PVs) occurred very often such as *come on, talk about or look at*. On the other hand there was a number of PVs that were registered only once. The total number of unique PVs (without the number of instances of their occurrence) found in the UK corpus is 442 and the US corpus contains 363 PVs.

Table 1: Number of phrasal verbs and instances of their occurrence in both corpora

Corpora	Number of all instances	Number of unique phrasal verbs
UK corpus	1332	442
US corpus	1045	363

4.1 Particle search

The corpora were searched for each one of the 33 particles listed in 3.2. The following tables 2 and 3 illustrate the number of PVs formed with the use of each particle.

4.1.1 The UK corpus search

It has been found that 30 particles out of the 33 particles searched for formed at least once a part of a PV. The UK corpus did not contain any PVs with particles *aside, behind and without*.

Table 2 shows the number of instances where each particle formed a part of a PV in the UK corpus. The pie chart in the Figure 1 presents the occurrence of the top 10

particles in percentage.

Table 2: The number of instances of particles in the UK corpus

Particles	Instances	Particles	Instances
about	44	from	8
across	1	in	127
after	10	into	25
against	1	of	73
ahead	1	off	81
along	7	on	182
apart	1	out	178
around	22	over	43
at	68	round	18
away	32	through	22
back	56	to	35
by	4	together	5
down	76	under	6
for	35	up	164
forward	10	with	23

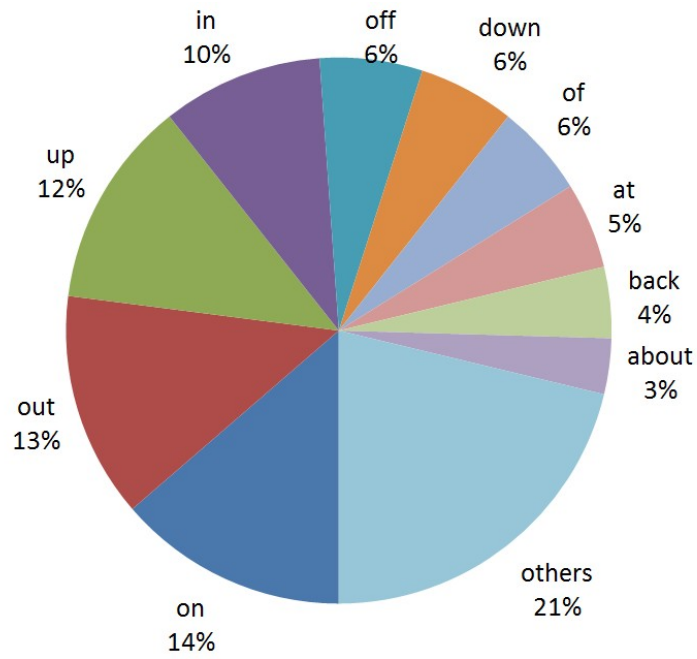


Figure 1: Top 10 UK particles

4.1.2 The US corpus search

The author found that 31 particles out of the 33 particles searched for formed at least once a part of a PV. The US corpus did not contain any PVs with particles *aside* and *under*.

The following Table 3 shows the number of instances of particles which formed parts of PVs in the US corpus. The pie chart in Figure 2 presents the occurrence of the top 10 particles in percentage.

Table 3: The number of instances of particles in the US corpus

Particles	Instances	Instances	Frequency
about	45	from	10
across	1	in	93
after	1	into	30
against	1	of	18
ahead	3	off	37
along	5	on	134
apart	1	out	167
around	17	over	28
at	28	round	1
away	23	through	10
back	53	to	91
behind	1	together	3
by	9	up	130
down	50	with	23
for	23	without	2
forward	6		

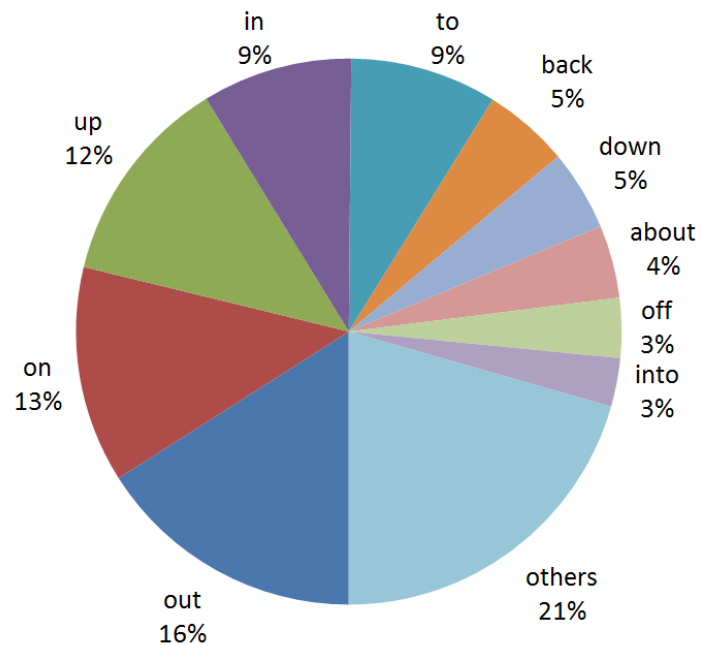


Figure 2: Top 10 US particles

4.2 Lexical verbs search

Table 4 shows 10 most often used lexical verbs in the UK and the US corpus and the number of times they occurred in each corpus as a part of a PV.

The following Table 5 identifies the most often used PV from each lexical verb in the Table 4. It also shows its instances in both corpora. The pie charts (Figure 4 and Figure 3) then demonstrate the results of the top 10 lexical verbs in percentage.

Table 4: The 10 most often used lexical verbs

	Lexical verb	UK corpus	Lexical verb	US corpus
1.	go	159	go	138
2.	come	138	come	120
3.	get	115	get	83
4.	be	102	be	80
5.	look	86	look	37
6.	put	62	talk	37
7.	think	43	put	30
8.	take	36	take	29
9.	turn	24	think	19
10.	talk	24	bring	17

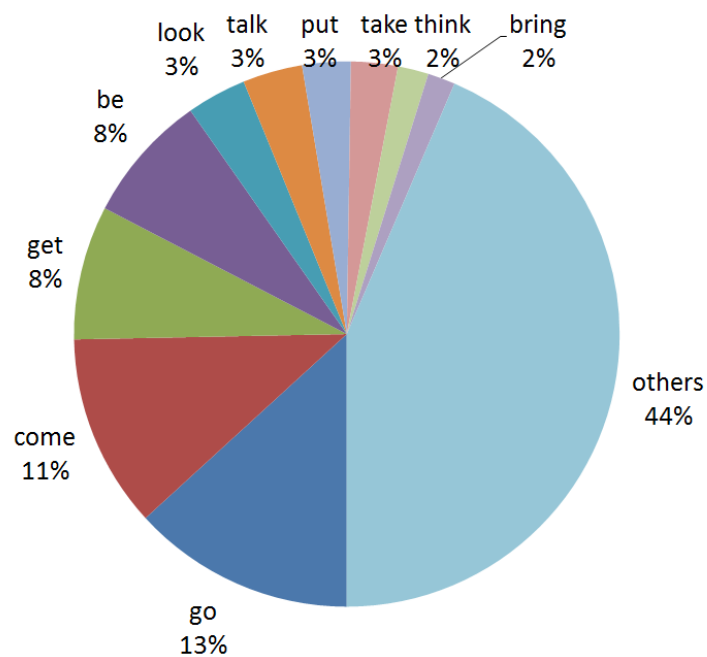


Figure 3: Top 10 US lexical verbs

Table 5: The most often used PV from each lexical verb in Table 4 with its instances of occurrence

	Lexical verb	Phrasal verb	Instances UK corpus	Lexical verb	Phrasal verb	Instances US corpus
1.	go	go on	42	go	go to	57
2.	come	come on	31	come	come on	59
3.	get	get off	15	get	get to	14
4.	be	be up to	28	be	be up to	15
5.	look	look at	47	look	look at	19
6.	put	put in	24	talk	talk about	36
7.	think	think of	32	put	put in	9
8.	take	take out	8	take	take off	7
9.	turn	turn up	8	think	think of	11
10.	talk	talk about	22	bring	bring in	5

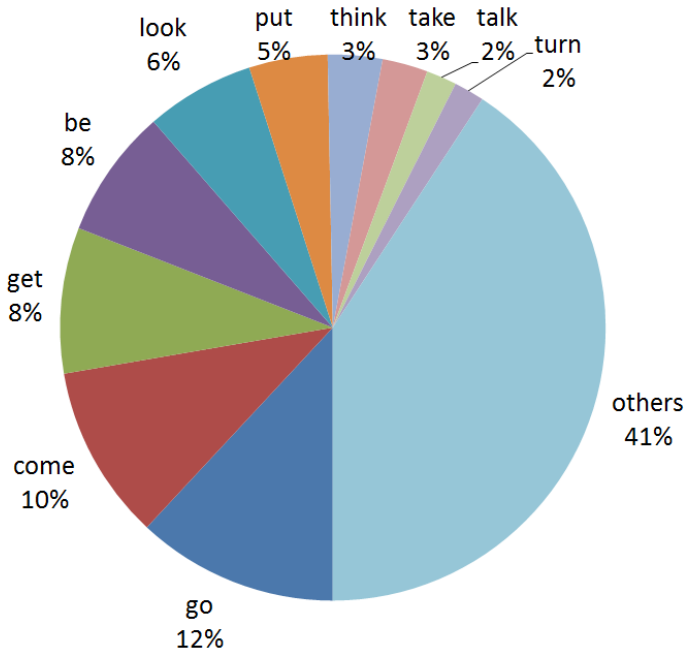


Figure 4: Top 10 UK lexical verbs

Spreadsheets containing details of the search for PVs from each lexical verb in the UK and the US corpus can be found in appendices. (no: 3 and 4)

4.3 Phrasal verbs search

Table 6 presents a list of the most often used PV from each particle and their instances in both the UK and the US corpus.

Table 6: The most often used PV from each particle

Particle	UK corpus	Instances	US corpus	Instances
about	talk about	22	talk about	36
across	get across	1	come across	1
after	look after	6	look after	1
against	be up against	1	be up against	1
ahead	go ahead	1	go ahead	3
along	go along	3	come along*	1
apart	tear apart	1	pull apart	1
around	muck around	6	walk around turn around	3
at	look at	47	look at	19
away	get away	8	take away get away	4
back	get back come back	4	get back	13
behind	-	-	leave behind	1
by	go by**	1	run by***	2
down	come down	13	write down	7
for	look for	14	ask for look for	5
forward	look forward	10	look forward	5
from	come from	4	come from	3
in	come in	25	come in	26
into	get into	4	go into	7

of	think of	32	think of	11
off	get off	15	get off	8
on	go on	42	come on	59
out	go out	20	check out	12
over	go over	7	be over	9
round	go round	4	gather round	1
through	go through	6	put through look through go through	2
to	go to	27	go to	57
together	get together	2	put together	2
under	keep under be snowed under	2	-	
up	be up to	23	be up	15
with	get on with get off with	4	-	-
without	-	-	go without do without	1

* along - there were 5 PVs in the US corpus with the same number of instances
(*come along, forward along, go along, get along, move along*)

** by – there were 4 PVs in the UK corpus with same number of instances (*go by, live by, swing by, roll on by*)

*** by – there were 4 PVs in the US corpus with the same number of instances (*run by, go by, live by, play by*)

Table 7 shows a list of 10 most often used PVs in the UK and the US corpus with the number of instances of use created on the basis of Table 6.

Table 7: The list of 10 most often used PVs in each corpus

	Phrasal verb	Instances in the UK corpus	Phrasal verb	Instances in the US corpus
1.	look at	47	come on	59
2.	go on	42	go to	57
3.	think of	32	talk about	36
4.	come on	31	come in	26
5.	go to	27	look at	19
6.	come in	25	go on	15
7.	put in	24	be up to	15
8.	be up to	23	get back	13
9.	talk about	22	check out	12
10.	go out	20	think of	11

And finally, Table 8 presents a list of the most often used PVs in the corpus (UK plus US corpus) with the number of instances. In the Figure 5 a pie chart presents data in percentage.

Table 8: The list of 10 most often used PVs in the corpus

	Phrasal verb	Instances in the corpus
1.	come on	90
2.	go to	84
3.	look at	66
4.	talk about	58
5.	go on	57
6.	come in	51
7.	think of	43
8.	be up	43
9.	put in	33
10.	go out	29

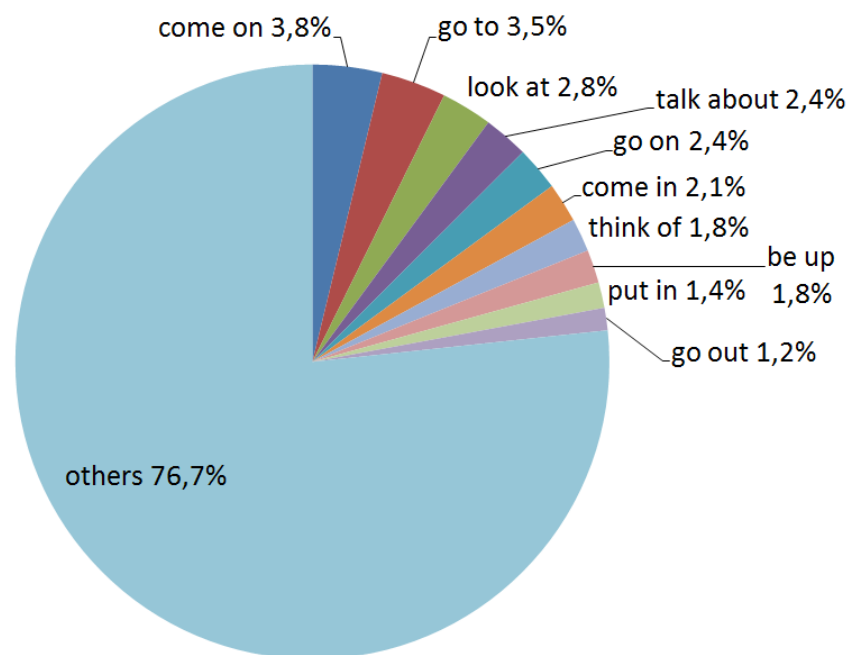


Figure 5: Top 10 corpus PVs

4.4 Qualitative analysis

Apart from the quantitative analysis the corpus based studies include also qualitative analysis, which is described in 2.3.3.2.. Although the meaning or the way how a PV is used is not the main purpose of this thesis, the following text can be considered as an inspiration and an example for further research.

4.4.1 Analysis of particle *on*

The comparison of the UK and US corpus search results with regards to particle *on* are interesting from a lexical point of view. *Go on* with 42 instances in the UK corpus and *come on* with 59 instances in the US corpus are the most frequent. (tab. 5) *Go on* also figures in top 10 of the US corpus with 15 instances and *Come on* in the UK Corpus with 31 instances of occurrence. (Table 7)

The pie charts below also show the occurrence of *go on* and *come on* in the UK and the US corpora in percentages. *Go on* accounts for 23% and *come on* for 17% of all the PVs formed with particle *on* in the UK corpus. *Come on* accounts for 44% and *go on* for 11% of all the PVs formed with particle *on* in the US corpus. The quantitative analysis of *go on* and *come on* is summarized in Table 9 and visualized in figures 6 and 7.

Table 9: Quantitative analysis of PVs *go on* and *come on*

phrasal verbs	UK		US	
	number	%	number	%
go on	42	23%	15	11%
come on	31	17%	59	44%

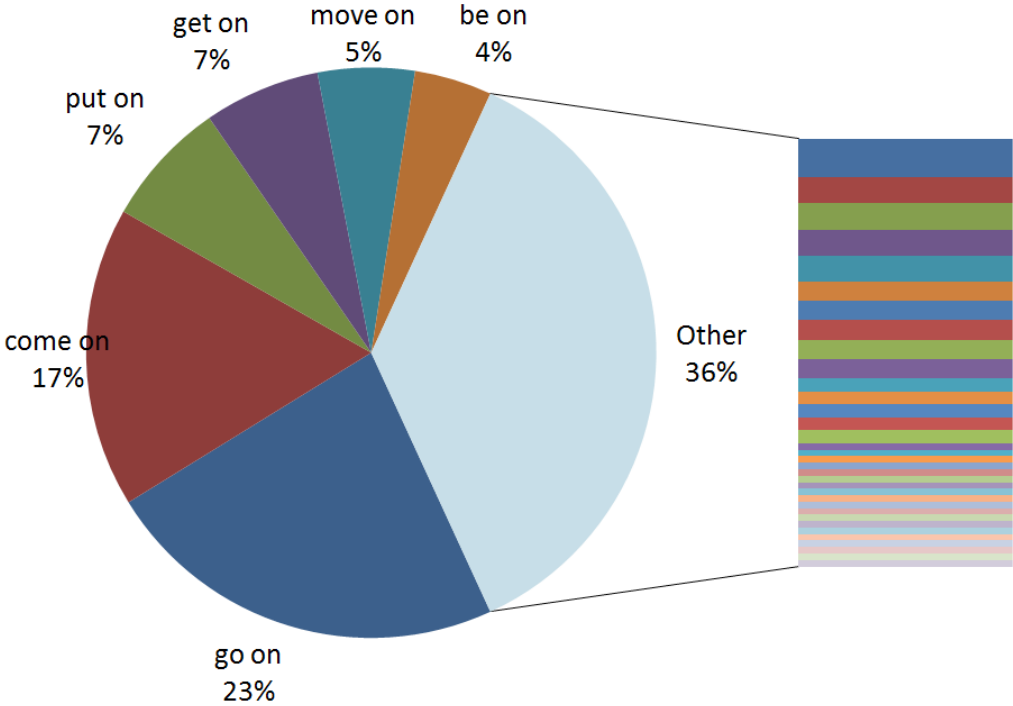


Figure 6: Statistics showing PVs with particle *on* in the UK corpus

Macmillan (2005, 190) lists 18 different meanings for *go on* and 14 different meanings for *come on* (p. 88). *The meaning of particle on, based on the idea of conceptual metaphor is to express the idea of continuing with an activity or task: on here has the same meaning as onwards.* (see 2.2.1.6) Even more detailed explanation is offered by Oxford Phrasal Verbs (2011,387) in its guide to particles. : “ *on* in combination with some verbs gives the idea of supporting somebody or encouraging someone to do something.” One of the examples given is a PV *come on*.

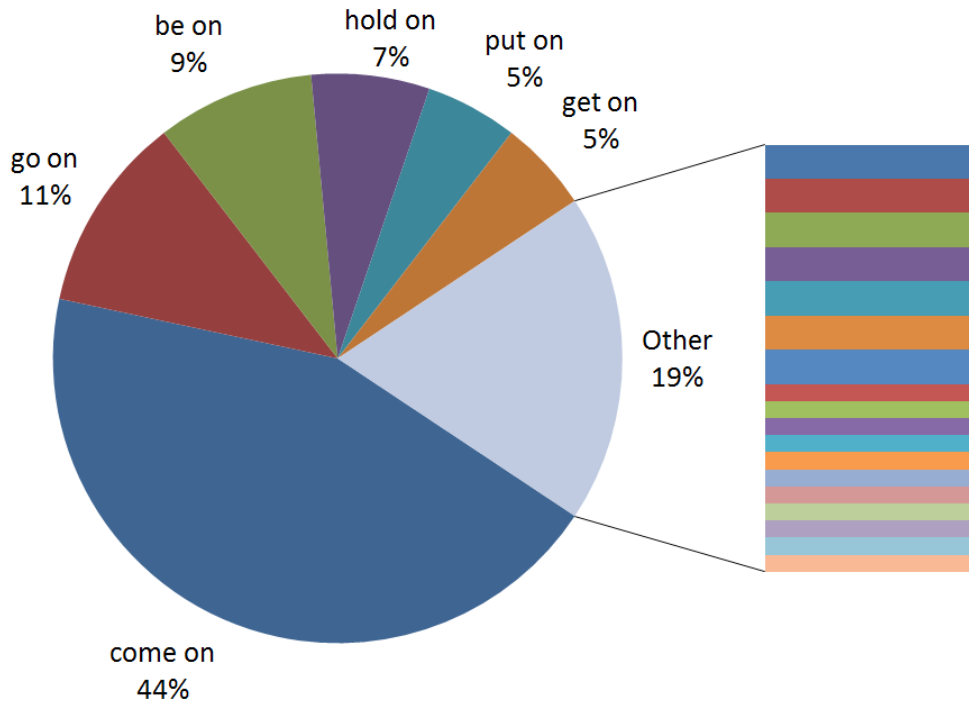


Figure 7: Statistics showing PVs with particle in the US corpus

Come on now.
Come on. Jesus.
Gareth....come on.
Come on, people, let's get moving! (The UK corpus)

Come on, Michael!
Let's go. Come on.
Come on baby!
Come on, let's do it! (The US corpus)

The particle *on* can be used with many verbs to show that something continues and does not stop or that something is continuing for too long. (Oxford Phrasal Verbs 2011,387) one of the examples given is a PV *go on*.

I hope the war goes on.

*What's going on.
But then she goes on to say... (The US corpus)*

Go on in the UK corpus is however used in many instances with the same meaning as *come on* - encouraging someone to do something whereas *go on* is not used with this meaning in the US corpus.

*Go on Dawn.
Oh here we go. Go on.
Go on, then, quick.
Well, you don't used to do jokes but go on. (The UK corpus)*

5 Discussion

The following chapter summarizes the process of the research, its main findings , discusses differences or similarities between the UK and US corpus and suggests implications or proposals for further research.

The text processing algorithm enabled fast and effective search of the corpus containing 11 890 words. Although most of the search was carried out by a computer the author had to read the computer-eliminated text carefully and select the lines where the particles formed parts of phrasal verbs (PVs). In addition, some multi-word verbs were compared with the phrasal verb dictionaries to confirm their PV status. (see 3.1.3) This method can be adopted for a research of other corpora in the future in order to find the most often used words in a specific environment or register. The algorithm can be also used to search for the occurrence of specific PVs in the corpus in which case the research can concentrate on their lexical meaning.

The UK corpus contained 57693 words and was 426 minutes long. The US corpus with 57197 words was 420 minutes long. As stated in 3.1 the author expected to find a similar number of phrasal verbs in both corpora in view of their comparable sizes.

The first table however shows that the US corpus with 1045 PVs contains 79 PVs less than the UK corpus with 1332 PVs.

Despite a search conducted through various sources, the author was unable to discover a persuasive evidence that phrasal verbs are more common in British or American English. The only exception was Wilde (2011) whose research into history of phrasal verbs was mentioned in 2.3.1. She also claims in her article that: “the belief that redundant phrasal verbs are a particular feature of American English prevails today” and she quotes *Evans*, who uses a metaphor “American parasites” when describing phrasal verbs such as *win out*, *stop off* and *check up on*. (Evans in Wilde, 57) She, however, doubts such comments, lists a number of phrasal verbs which are firmly British in origin and points out that the comments arose in the 1930s, around the time that American influence on British culture was beginning to be felt and sometimes resented.

The UK corpus consists of 9818 lines of text. In comparison the US text has 11736 lines. This indicates that there are longer uninterrupted sentences in the UK corpus.

Moving onto tables 2 and 3 that deal with the occurrence of particles, the search is beginning to uncover the similarities and slight differences between the two corpora. According to Gardner and Davies (in 2.3.3.1.2) the 8 most frequent particles are *out*, *up*, *on*, *back*, *down*, *in*, *off* and *over*. The results of the particle search from the present study are in accordance with Gardner and Davies as 7 out of the top 10 particles agree with their list. The top 10 in this study are *out*, *on*, *up*, *in*, *off*, *down*, *back*, *at*, *of* and *about*. 79% of all PVs were formed with the use of one of the top 10 particles in both corpora. (Figure 1 and 2)

Interesting are the differences in the use of particles *of* and *off*. *The UK* corpus

contains twice as much PVs with *off* than the US corpus. On the other hand the US corpus contains twice as much PVs with *of* than the UK corpus.

In the case of *lexical verbs* (table 4 and 5), 9 out of 10 verbs are identical with 6 out of 10 having even the same order in the list. Gardner and Davies list 20 most frequent lexical verbs (see 2.3.3.1.2). 9 verbs out of 12 most often used in the corpora are on the above list. The verbs *be*, *talk* and *think* were not in the Gardner and Davies list but were in the top ten most often used lexical verbs in the present study. Verb *be* often forms multi-word verbs with one or two particles, that are prepositions. Gardner and Davies research considered only phrasal verbs formed with adverbs and that might be the reason why the verb does not figure in their findings. Table 5 also shows the first results relating to the actual PVs which were generated on the basis of the instances of occurrence of lexical verbs. The results show somewhat bigger diversity as 6 out of 10 phrasal verbs are the same. Namely *come on*, *look at*, *put in*, *think of*, *talk about* and *be up to*. For details of the search see the App 3 and 4. Figure 3 and 4 below the tab. 5 represent the percentage of PVs formed with the top lexical verbs. It is 59% in the UK corpus and 56% in the US corpus.

Table 6 returns to statistics based on particles and presents the most often used PV from each particle in the UK and US corpus. The data show that 17 out of 32 particles form the same PV in both corpora. That is they are the most often used PV with that particle.

Table 7 then presents the top 10 most often occurring PVs in both corpora based on the findings from table 6 and from a spreadsheet with the results of the particle search from both corpora. 6 out of 10 PVs are identical, they just slightly differ in

their order in the list.

Finally, Table 8 summarizes 10 PVs that have the highest number of instances in the corpus. The data was created on the basis of the findings from Table 6 and from a spreadsheet with the results of the particle search from both corpora. (see appendix no: 1 and 2). The pie chart in the Figure 5 shows that the top 10 PVs represent 23,2% of all the PVs in the corpus.

The findings of the qualitative analysis of PVs *go on* and *come on* is explained in details within chapter 4.4.1, which also contains a detailed quantitative analysis of the above PVs in table 9.

6 Conclusion

This study was a research focused on the use of phrasal verbs in the language of an office environment. The aim of the study was to determine 10 most often used phrasal verbs, count the instances of their occurrence and compare the differences between the American and English usage of phrasal verbs in this context. The author used a 114 890 word corpus created on the basis of subtitles from English and American version of TV series from an office environment. Before conducting the actual research the author established a theoretical framework by reviewing, comparing and summarizing appropriate literature in relation to the definition of a phrasal verb (PV), syntactic behavior of a phrasal verb (2.1), its possible meaning (2.2) and when it is appropriate to use it. (2.3) The definition of PV that is being applied and followed for the purpose of this thesis is from Macmillan's Phrasal verbs plus (2005, LS2): "Phrasal verbs are made up of a verb and a particle where particle can be an adverb or a preposition.

Adopting the tools of a corpus language research (2.3.3), a text processing algorithm, the corpus was searched for the occurrence of 33 particles (3.2). The results of the particle search were then used in order to investigate occurrence of lexical verbs and the phrasal verbs.

The top 10 phrasal verbs were identified as: *come on, go to, look at, talk about, go on, come in, think of, put in, go out and be up to*. Six out of ten PVs are in the top ten of both - the UK and the US corpus. The pie chart below the table 8 shows that the top 10 PVs represent 23,2% of all the PVs in the corpus.

Turning to the differences between the English and American usage of PVs 79% of all PVs were formed using one of the top 10 particles in both corpora. (Figure 1 and

2). In the case of lexical verbs (table 4 and 5), 9 out of 10 verbs are identical with 6 out of 10 having even the same order in the list. The details of the results are explained within the discussion chapter. The findings of the thesis also confirm the results of previous corpus-based studies (2.3.3.1.2) in relation to the number of occurrences of particles or lexical verbs.

However an example of qualitative analysis demonstrated that there are differences in the meaning of the same phrasal verb that occurred in the UK and the US corpus, which suggests a further line of research worth pursuing.

Turning to a possibility of a future research or pedagogical implications the findings of the thesis could be helpful in preparation of a course or a text-book for secretaries or people who are training to work in an office environment as the corpus-based data provide authentic language examples. The results of the thesis may enrich the development of teaching materials for courses that concentrate on business English. The example of a qualitative analysis suggests a topic for further research since the top ten phrasal verbs form nearly a quarter of all the phrasal verbs in the corpus. With this in mind, a further qualitative research would be necessary to explore the meanings, collocations and grammatical patterns of the top 10 phrasal verbs. (Tab. 8) Such results would improve the practical outcome of any teaching materials which would use the results of this research. Another area of research that can be addressed in the future would be using a larger corpus of “a similar design” (2.3.3.2) which could help course or text-books’ developers and researchers to ascertain a clearer picture on the use of phrasal verbs in the language of the office environment.

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8 Appendices

1. Spreadsheet with the particle search in the UK corpus
2. Spreadsheet with the particle search in the US corpus
3. Spreadsheet with the lexical verb search in the UK corpus
4. Spreadsheet with the lexical verb search in the US corpus

