

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH - ANH

Sinh viên : Vũ Thái Dương

Giảng viên hướng dẫn : Ths. Phan Thị Mai Hương

HẢI PHÒNG 07– 2021

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**AN INVESTIGATION INTO DIFFICULTIES
SECONDARY STUDENTS ENCOUNTER IN
UNDERSTANDING PHRASAL VERBS**

KHÓA LUẬN TỐT NGHIỆP HỆ CHÍNH QUY
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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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Học hàm, học vị :

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Giảng viên hướng dẫn

Hải Phòng, ngày tháng năm 2021

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Độc lập - Tự do - Hạnh phúc

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Đề tài tốt nghiệp:

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ

☐

Không được bảo vệ

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Điểm phản biện

☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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Eventually, to be honest, I assume that this study is no definitely perfect. Therefore, any comments and suggestions are indeed welcome for the improvement of this study. I hope this study will be helpful for me and all the readers as well as the great motivation for next researches.

Hai Phong, July 3rd, 2021

Vũ Thái Dương

ABSTRACT

This research was created to investigate the difficulties encountered by secondary school students in understanding the English phrasal verbs. The researcher carried out this research at the secondary school Nguyen Ba Ngoc in Hai Phong city. The objects of study were the secondary students in academic year 2021/2022. To collect the information, the test and interview were presented to a group of nine grade students that consisted of ten people. This investigation indicated that most of the students (6 students) obtained D (failed) and E (insufficient) score, a student obtained C (average) and two students got B (good score), but only one student obtained A (excellent). It proved that the proficiency of students in using phrasal verbs was fairly low. The result of test indicated that the secondary students lack the awareness of English style and have the tendency to avoid learning and using phrasal verb. Additionally, the influence of mother also causes a huge challenge to secondary students. Accordingly, the secondary need to pay more attention to study phrasal verb. Besides, the result of the interview also showed that the semantic confusion and syntactic error or meaning confusion and word order error became two difficult aspects encountered by students in learning and understanding phrasal verbs. In addition, the result of research pointed that English teachers at Nguyen Ba Ngoc secondary school also have to take account of and to beware of teaching phrasal verbs to the students.

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CHAPTER I: INTRODUCTION

1.1. Rationale

Phrasal verb or two-word verb is a phrase that consists of a verb with preposition or adverb or both and have the multiple meaning. In addition, phrasal verbs are one of the elements of informal English which have figurative and literal meaning that cause a great deal of difficulties for student to understand and use all of its meanings if students are not knowledgeable about them. In order to overcome these difficulties, the English learners in particular and Vietnam students in specific have to pay more serious attention to study the phrasal verb. Nevertheless, most of them usually ignore the advantages of these phrasal verbs in language learning and avoid using them in spoken or written discourse.

For example:

1. I take the hook off the mouth of fish.
2. I remove the hook from the mouth of fish.

Two above sentences have the same meaning, but the one uses phrasal verb while the other one does not. The English learners usually have tendency to produce the second sentence than the first one, because using and understanding phrasal verb is considered to be a big challenge for them and the one-word verb is preferred. It proved that the student encounters a great deal of difficulties in understanding phrasal verb.

Because of those difficulties of phrasal verb, its popularity in English national and international test, it is necessary that the researchers should figure out the problems of student and find out the best learning method to help student overcome those difficulties. Additionally, teachers should come up with more effective methods of teaching phrasal verbs in order to help students. Not only for the foreign learners, but these problems of phrasal verb also happened to some Viet Nam students who learned English as the foreign language, especially is the students in Nguyen Ba Ngoc secondary school.

Therefore, this investigation is carried out to figure out the difficulties faced by students in understanding the English phrasal verbs and to give some important and helpful suggestions to solve their difficulties in understanding the phrasal verbs.

1.2. Research question

- What difficulties do the secondary school students often encounter in understanding English phrasal verbs?
- How to help students overcome those difficulties in order to master phrasal verb?

1.3. Aim of research

- My research focuses specially on investigation into the difficulties encountered by the secondary school students in learning English phrasal verbs and find the best resolutions of their problems.

1.4. Method of the research

In order to look for the answers to the research questions, the researcher collected data from the interview and test questionnaires. First of all, for the test, the researcher selected the toughest questions regarding phrasal verb in English test papers of students and English teaching material of teachers in Nguyen Ba Ngoc secondary school to create the English test consisting of 40 questions. This test also is considered thoroughly by the teachers to ensure that it is suitable with the English level of secondary school student. Secondly, for the interview, the questions selected by researcher should be fairly simple so that students can answer them. This also helps researcher obtain the result as originally expected.

1.5. Significance of research

The researcher expects that the teachers, students as well as the other researchers can take full advantage of the results of this investigation.

• *For teacher*

The teachers can know the student's level of proficiency and problems of student in master phrasal verb, so they can organize the more appropriate teaching materials and method

• *For student*

The students can take advantage of the results of this investigation to improve their proficiency in using phrasal verbs and enrich their English vocabulary. Now that the tough English tests usually is inserted the questions concerning using phrasal verb. With the proficiency in using the phrasal verbs, the student not only can get better score in English examinations but they also can supplement them in daily conversation. They can also enhance their speaking,

listening, reading and writing skill by using a lot of phrasal verbs. With more than one expression, they are able to express one opinion in a lot of different ways.

- ***For other researchers***

The result of the study can be considered as useful material to carry out the additional researches on phrasal verbs since this research.

1.6. Design of research

This research is divided into five parts:

Chapter I: Introduction

This chapter presents an overview of study such as rationale, the aims, questions, structure, method and significance of study.

Chapter II: Literature review

This chapter provides the general concepts, typical features, the classification and the importance of phrasal verb and indicates the difficulties of students in understanding phrasal verb.

Chapter III: Methodology

This chapter demonstrates research methodology

Chapter IV: Research finding and discussion

This chapter handles with research results and discussion

Chapter V: Conclusion and suggestion

This chapter summarizes all the obtained results from research and includes the conclusions and suggestion for students, teachers and other researchers.

CHAPTER II: LITERATURE REVIEW

2.1. Definitions of phrasal verb

In modern English, it is very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meaning. For instances:

- Take + off = remove something or leave from ground to fly
e.g: I take the hook off the mouth of fish
- Give + up = abandon (a habit or attempt) or stop trying to do something because of difficulty
e.g: I've been trained to think that I'm invincible, therefore I never give up regardless of difficulty.
- Look + after = take care of
e.g: My grandfather got sick and I have to look after him

Combining the verb with the particle such as adverb, preposition as above examples to form the phrase with new meaning generally is called phrasal verb.

Actually, the linguists and researchers frequently present various names and definitions for these combinations, the common name is phrasal verbs.

According to a definition provided by Fraser (1976), A phrasal verb is “verb-particle combination which is used to describe a single constituent or series of constituents, whose semantic interpretation is independent of the formatives which compose it”. It means that students shouldn't understand the meaning of this verb-particle combination by basing on the meanings of the individual parts alone. Because this combination created a single semantic unit with the new meaning. For example:

- I can't go out for lunch because something *came up*.

The verb “*Come*” plus “*up*” means “to happen”. It does not mean “travel or move to higher position”

As Frank (2002, p. 173) said that “a preposition may combine with a verb to form a new vocabulary item”. This verb plus preposition combination can be named such as composite verbs, two-part verbs, and phrasal verbs. The prepositions combined with the verb may be an adverb, a prepositional adverb or the more common name “particle”. The verbs in such situations are mostly one-word verb which are combined with the common prepositions such as *in, of, out, off, over, up, down, away, through, etc.*”

This concept is almost similar to point of view of Hornby (2000) that stated a

phrasal verb is (abbreviated as phrase verb) a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from those of simple verbs. For instance: come up with, take off, give up..etc

Here are some examples:

- The sub-mariner came up with an idea about bombing the center of Japan (come up with = think of something such as the idea, the plan)
- He take the hook off the fish's mouth (take something off = remove)
- I never give up regardless of risks (give up = stop doing something)

Overall, The researcher can make a conclusion that a phrasal verb is combination of a verb and a particle such as an adverb or a preposition to form a single semantic unit on a lexical or syntactic level with new meaning. Many words belong to particle but those that combine with a verb to form phrasal verbs are only some prepositions and adverbs. The student need not try to decide whether the combination is verb plus preposition or verb plus adverb, but should consider the expression as a whole. Additionally, It is essential to learn whether the combination is transitive or intransitive and separable or inseparable.

For instance:

Take off is transitive: I take my jacket off (“take off”, it means “remove”)

Take off is intransitive: The airplane took off an hour ago (“take off”, it means “leave from ground”, used of aircraft)

The concepts of transitive and intransitive phrasal verb are illustrated thoroughly in the part “Types of phrasal verb”

2.2. Typical feature of phrasal verb

In fact, the phrasal verb can be produced optionally by combining the verb with particle randomly. However, producing phrasal verb also has a few of restriction as below:

- The particles used to combine with verb to form the phrasal verb are limited, which are “*down, on, off, in, out, up*” and frequently used to produce the phrasal verbs in daily English conversations. However, there is no restriction on the verbs, the verbs frequently used to combine with particles generally are short and simple such as *put, take, get, and make*.
- This combination is also not created optionally because it has a collocation restriction. This restriction is fairly obvious to realize when we replace the

particle with its antonym. We can say “keep up with him”, but we cannot say “keep down with him”. The words “keep down with” are not the antonym of “*keep up with*”

- The combination normally can be replaced with a one-word verb. However, their meaning is not exactly the same. For example:

The phrasal verb “turn in” and verb “submit” have relatively same meaning, however, “submit” means “give or offer something for a decision to be made by others” and “turn in” means “give something to someone in authority”.

Accordingly, the students must base on the specific context or situation and figure out the meaning of phrasal verb thoroughly in order to avoid misusing them.

2.3. Types of phrasal verb

In fact, there are a lot of researchers and linguists classified the phrasal verb in various ways. As Gethin (2011), the phrasal verbs are classified into two main types which are adverbial phrasal verbs and prepositional phrasal verbs. The adverbial phrasal verb is the combination of verb with an adverbial particle to form a new vocabulary item. A prepositional phrasal verb is different from adverbial phrasal verbs, a prepositional phrasal verb is a verb with a preposition, or with an adverb and a preposition to form a phrase, which like main adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words. Additionally, Azar (2003) divided phrasal verb into two types which are Separable phrasal verbs and Non - Separable phrasal verbs. For a separable phrasal verb, a noun may be placed either between the verb and the preposition or after the preposition and a pronoun is placed between the verb and the preposition. For a non-separable phrasal verb, a noun or pronouns must follow the preposition

However, those classifications seem to be fairly complicated. Therefore, the researcher based on the above points of view to classify the phrasal verb as below:

There are four types of phrasal verbs:

- Transitive Phrasal Verb
- Intransitive Phrasal Verb
- Separable Phrasal Verb

- Inseparable Phrasal Verb

2.3.1. Transitive phrasal verbs

Phrasal Verb must be followed by an object in sentence, are called transitive phrasal verb. Without an object, a sentence having a phrasal verb doesn't make sense.

Example: The sub-mariner came up with the idea

If we reject the object "idea" in above sentence, it doesn't make sense because look after is transitive verb, it means take care of somebody

2.3.2. Intransitive phrasal verbs

The phrasal verb does not need to be accompanied with the object in sentence, which is called intransitive phrasal verb. Without the objects, the sentence having the phrasal verb also make sense.

For instance:

His father passed away

I often wake up early every morning

However, the meaning of this phrasal verb is not transparent. We can not interpret the meaning of verb and particle to understand the meaning of phrasal verb because it is idiomatic or figurative. It is mandatory to base on the context or be explained the meaning by native speaker in order to understand.

2.3.3. Separable Phrasal Verbs

Separable Phrasal Verb are the phrasal verbs whose words can be separated for using in different places in a sentence. Its verb and preposition can be separated. In other word, if the phrasal verb is separable, it is possible to put the object between the main verb and the particle such as adverb, preposition. For instances:

- I take my jacket off OR I take off my jacket

- I pick up the client from the airport OR I pick the client up from the airport.

However, If the object is personal pronoun such as me, you, him, her, it, us, them, it is obligatory to separate the main verb from the adverb or preposition.

For example:

- I take it off <correct>

- I take off it <incorrect>

Note that some of transitive verbs are separable and some of them are inseparable. For examples:

I look after my grandmother < correct>

I look my grandmother after <wrong>

2.3.4. Inseparable phrasal verbs

Inseparable phrasal verbs are the phrasal verbs whose words can't be separated for using it in different places in a sentence. Its verb and preposition can't be separated. In other word, the direct object must go after the particle. It doesn't matter if the direct object is noun or pronoun

For example:

I gave up this hard assignment < correct >

I gave this hard assignment up < incorrect

2.4.. Differences between Phrasal Verb and Prepositional Verbs

According to the definition, the phrasal verb can be the combination of verb and preposition which relatively resembles prepositional verb. Therefore, several students often get confused to distinguish phrasal verb and prepositional verb. In fact, there are verb-preposition combination that look like phrasal verb are not definitely phrasal verb. We can distinguish phrasal verbs from prepositional verbs thanks to understanding the role or function of preposition and adverb in a sentence having phrasal verb and prepositional verb as below:

2.4.1. Prepositional verb

Structure: Verb + preposition + noun phrase

e.g. Focus on your lesson.

- The role of the preposition is to connect the noun phrase to the verb.

2.4.2. Phrasal verb

Structure: Verb + adverb or preposition

e.g. I couldn't come to her party and she blew up yesterday.

- The role of the adverb and preposition is to change the meaning of the verb.

Moreover, phrasal verb often looks like a prepositional verb that is a verb + preposition. But we can realize that they are different when we use a pronoun as an object.

For example:

- Phrasal verb: I *let down* my sister before I left (or I *let* my sister down)
- Prepositional verb: I *turned toward* **her** (correct) and I *turned* **her** *toward*. (incorrect)

2.5. Multiple meaning

The phrasal verb generally is hard to understand its meaning because there are a lot of phrasal verbs which have both the literal meaning and figurative one. As Redman (2003, p. 36) stated that “There are many phrasal verbs have more than one meaning”. For example:

- Phrasal verb “Put on”

- + start wearing something:

e.g: She is putting on her hat.

- + make something like machine or equipment start working:

e.g: I put the light on

- + organize the events, the show, performance, etc:

e.g: we’re putting on a concert to raise money for cancer charities.

Besides, Praninskas (2014, p. 216) said that “there are many two-word verbs express different meanings in different contexts, and thus the grammatical patterns they follow is also different”. For instance:

Phrasal verb “*take off*” which is listed below as either transitive or intransitive but not as both. In the context of clothes, *take off* means “to remove and as transitive” and in the context of travel, it means to “leave and it is intransitive”.

2.6. Common difficulties of Students in Understanding phrasal verb

The book “A proficiency course in English” of ByWater (1969) indicates several main problems of English learner in studying as well as understanding phrasal verb such as avoidance of phrasal verb, English style deficiency, semantic confusion and errors, lack of collocational awareness, influence of mother tongue, syntactic errors.

2.6.1. Avoidance of phrasal verb

According to the study of (Yan Liao and Yoshinori Kukuya, 2004) on “Avoidance of Phrasal Verb”, one of three factors influences on English learner’s avoidance of phrasal verb which is phrasal verb type.

In spoken and written discourse, the EFL learners are not usually familiar with phrasal verb therefore they often have tendency to use the simple one-word verbs to express content in English and avoid using the complicated phrasal verbs which have figurative meanings. For example:

- They often say “appear” instead of “turn up”, “accept” instead of “bring something on”, etc.

The student often tends to only learn and figure out the meaning of literal phrasal verbs. Because literal phrasal verb is understood easily by interpreting its main verb. Accordingly, student like learning and using literal phrasal verb more than figurative phrasal verb (Dagut, Laufer 1985)

Avoiding using phrasal verbs and ignoring their importance leads to the serious consequence. It exactly is that they will always stay on elementary and intermediate English level and can't achieve the proficiency in English without mastering phrasal verb. Nowadays, there are a lot of phrasal verbs which frequently are purposely given into the international and national English tests which cause the huge challenges to test takers. Accordingly, The EFL learners should learn and be able to use phrasal verb perfectly to enhance their English level rather than the negative avoidance.

2.6.2. English style deficiency

In fact, the phrasal verbs are known as typical feature of natural spoken English. They are frequently used in daily conversation by native speaker and turn up in the most formal categories of English text. There is the undeniable truth that native speakers of English use phrasal verbs in formal writing as in informal speech. In contrast to this, EFL learners have a tendency to use more phrasal verbs in formal writing than in informal speech (Bozena. G, Jone. G, 2020). In addition, one of the common reasons why learners tend to use more phrasal verbs in writing than in speech is that their English writing test usually offers them more time to come up with and convey their ideas. An English learner actually should take full advantage of using a group of verb as phrasal verb in the English test as well as in spoken communication, even though they are usually not very familiar with using it. Additionally, the EFL learners who are unable to speak English naturally as native speakers and do not perceive the considerable differences between informal speech and formal writing. As a result, they tend to use phrasal verbs belonging to the informal or colloquial English words, or even vernacular in formal contexts or writings. This affirmation is proved by a below English sentences written by a secondary school student:

- *"I had not completed my assigned homework and my teacher blew up and requested me to bugger off immediately".*

The phrasal verb "*bugger off*", it means "*go away, get out, leave*" and is

frequently used in the situation in which you want to have somebody go away or leave.

However, this speech way seems to be fairly rude or impolite. Therefore, the students shouldn't use these impolite slang phrasal verbs to express their idea in the formal writing, even in informal speech.

2.6.3. Semantic problem

The phrasal verb generally includes the literal and figurative meaning, especially the figurative meaning normally causes difficulties in understanding its meanings to students. The literal phrasal verbs can be decoded easily by understanding the meaning of their individual parts. For example:

The phrasal verb "Clean up", student can guess its meaning by understanding the meaning of the main verb "clean"

However, they can't follow this way to guess the meaning of figurative phrasal verb and should consider the expression as a whole. For example:

The phrasal verb "come up", it doesn't mean "travel to more to higher position, its correct meaning is "happen"

Additionally, without complete understanding of meaning of phrasal verb, the students are often confused of using phrasal verb or one-word verb. In case, both of them have same meaning. Because of misunderstanding meaning of phrasal verb, students can produce a sentence as below:

- The people are *coming in* the building

In above sentence, the student should use the one-word verb "enter" to express instead of intransitive phrasal verb "come in" although both of them have same meaning. Because the verb "come in" frequently used in the situation in which some one want to invite someone to enter one's room or office. Therefore, the student should base on context to use phrasal verb properly.

2.6.4. Syntactic problem

The research of Yasir (2011) revealed that the syntactic problem that the student may face in understanding or realizing the meaning of idiomatic phrasal verbs is, sometimes, duo to some lexical features such as transitivity, word order and the object used.

2.6.4.1. Transitivity errors

Non-native learners usually don't perceive the syntactic properties of phrasal

verbs precisely and they transitively use intransitive phrasal verbs, and vice versa. For example:

1. The president urged him to make a plan for an attack on the heart of Japan in shortest time and it was certain that he had to come up with soon < wrong >
2. The president urged him to make a plan for an attack on the heart of Japan in shortest time and it was certain that he had to come up with idea soon < correct>

The phrasal verb “*come up with*” in sentence (1) is a transitive phrasal verb. Therefore, it requires an object, so the sentence (2) is grammatically correct while the lack of object makes sentence (1) meaningless. Accordingly, the students need to distinguish between intransitive and transitive phrasal verbs to avoid misusing them.

Additionally, some phrasal verbs have completely different meanings when they are used transitively/ intransitively. This can make students get confused if they do not guess the meaning of phrasal verb from context. For example:

1. The aircraft took off an hour ago
2. I take the hook off the fish's mouth

Although two above sentences have same phrasal verb, its meanings are different. The phrasal verb “take off” in sentence (1) is transitive phrasal verb which means “land from the ground to fly,” while it is intransitive and means “remove” in sentence (2). Therefore, students should understand meanings of phrasal verbs completely to avoid these errors.

2.6.4.2. Object type

The student should take account of types of object in sentence having phrasal verb. These types of object can make the meaning of phrasal verb changed.

For example:

1. Don't forget to back up your computer so that you don't lose all hard work!
2. My parents backed me up when decided to apply for graduate school.

The meaning of phrasal verb “back up” in sentence (1) is “to save data” if object is noun or thing while its meaning in sentence (2) is “to support someone” and object is pronoun “me” or person.

2.6.4.3. Word order

The meaning of phrasal verb may differ if the position of object is placed between verb and particle and after particle. For example:

1. I assume that I should see my translation sentences through.
2. I assume that I see through my translation sentences.

The meaning of phrasal verb “see through” in sentence (1) is “keep on doing something” while its meaning in sentence (2) is “realize or recognize that something is untrue”.

2.6.5. Lack of collocational awareness

According to Cambridge dictionary, the term “*collocation*” defined as “the combination of words formed when two or more words are often used together in a way that sounds correct”. Therefore, a phrase formed by combination of phrasal verb with object or group of words sounds natural and frequently used by native speakers, which can be considered as a collocation. In that phrase, the phrasal verb and object always go together. Substituting their individual parts by the other synonyms makes these phrase unnatural. For example:

After defeating many times, I try to give up smoking this time.

In above sentence, we can substitute the phrasal verb “give up” by its synonym “quit”, however, it is not suitable with context because phrasal verb “give up” means “stop doing something that we are trying hard to do”. Accordingly, the phrasal verb “give up” express the right content of message that speaker wants to convey.

The study of (Dr Sylvie, 2006) on “Learner and phrasal verb” indicated that “the learners lack collocational awareness that is, they tend to be unaware of the preferred relationships that exist between some words. Some words belong together with other words and occur more naturally with these words rather than with that of other words with the same meaning.”. In other word, although the English learners are able to combine the verb and particle appropriately to form the phrasal verb and also understand its meaning partially, the phrasal verbs that they produce is not proper for context or sounds unusual and unnatural. For example:

- (*) A group of people are coming in the building.
- (**) Yesterday, I was crashed by a motorbike. As a result, my leg was broken

down

In (*), the student should have used the single-word verb *enter* in this context (go into a place) instead of the phrasal verb *come in*. Undeniably, *come in* is used when you want to invite someone into your house, office, apartment etc... *enter* is more formal and optionally used without the consideration of context. In sentence (*), speaker witness that a group of people are staying outside and entering the building. Accordingly, the verb “enter” sounds more appropriate. In (**), the student should have used the simple verb *break* (to separate into pieces) because the phrasal verb “break down” just used for the machine or the vehicle. The student used phrasal verb “break down” owing to the influence of their mother tongue partially.

2.6.6. Influence of the first language

There is the undeniable truth that the non-native speakers are not capable to communicate in English naturally and effectively as the native ones due to the fact that the English is not their first language. Accordingly, the second language speakers tend to transfer everything naturally from their first language to the second language or the target language. Therefore, it is really hard to get rid of the influence of the mother tongue.

This “negative transfer” makes the EFL learners, especially is Vietnam students misunderstand the meaning of phrasal verbs, which leads to misusing them and enable the native speaker misunderstand the message that they want to convey. This affirmation is going to be proved in a below example:

(36) *Viên chức chính phủ sẽ đến kiểm tra chất lượng nhà hàng của chúng ta vào cuối tuần này.*

➔ *Governmental official will look over the quality our restaurant at this weekend*

Example (36) is taken from the test of this research. Visually, we could realize that it is a confusion of meaning between the phrasal verb “*look over*” (transitive) and verb “*inspect*” on the student’s part. However, the test’s result of this research shows that the phrasal verb “look over” is often used to translate by several students. The phrasal verb “look over” in English is translated into Vietnamese as “*kiểm tra*”, and “*kiểm tra*” in Vietnamese can be translated into English as “*inspect*”, hence it leads to the incorrect use of the phrasal verb “look over” in the example (36). Thus, the great influence of the Vietnamese learners’

mother tongue and the ignorance of the syntactic constraints of the target language (English) on the Vietnamese learners' part both have resulted in a negative transfer (also called interference) in the Vietnamese learners' productions.

Additionally, the prepositional verb and phrasal verb seem to be not in the student's mother tongue (Dr Sylvie, 2006). Therefore, they often skip the parts of phrasal verb such as preposition or adverb. This problem often occurs in spoken discourse of student. For example:

- They often said "I *turn* the light" instead of saying "I turn on the light or I turn the light on".

This expression of students is definitely ungrammatical. They should consider the expression of phrasal verb as a whole. Because a phrasal verb is a single semantic unit which is formed by the combination of verb with particle. For this reason, the student is impossible to skip any part of phrasal verb.

CHAPTER III: METHODOLOGY

3.1. Research Design

The design of study selected by researcher is the survey research. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research considers a great deal of methods to select participants, collect data, and utilize various instrument. This survey research used strategies of two methods of quantitative research and qualitative research. The researcher chose this research design to research the human problems which are difficulties secondary student encounter in understanding phrasal verb. The researcher used two main instruments to collect data which are test questionnaire and open-ended interview question.

3.2. The steps to conduct this research

To obtain an effective survey, researcher followed the steps as below:

- Decided to select who are participants of survey.
- Determined the type of survey
- Prepared survey questions and outline
- Distribute survey
- Analyze the responses of participants
- Write up the gathered results

3.3. Participant of survey

The participants selected in this study was the 9-grade students of Nguyen Ba Ngoc secondary school in the academic year of 2020/2021. The student was chosen as the subject of the research because in the researcher's opinion they had known enough vocabularies to complete the test and answer the interview questions to help researcher acquire the best result in order to expand and reinforce this research.

3.4. Data collection method

The data of this study was collected through test and interview process which were requested to secondary students during their free time. Firstly, researcher handed out the test paper to students to fill out, after that researcher conducted in-person interview with those students.

3.4.1. Test instrument

Basically, test is considered as a method which is used to evaluate competence,

knowledge, intelligence and ability of individual or group of students. The test in this research is used in order to evaluate the English level of students. Moreover, the researcher also could find out the specific difficulties faced by learners in understanding phrasal verbs. The test material took from the semester English tests of students that haven't been corrected at secondary school by the teacher. The test consisted of 40 questions which is included the multiple choice, completion and translation test types. From number 1 until 10 was the multiple-choice type of the test with 4 choices : A, B, C, and D. From 11 until 20 was finding the synonyms and meaning of given phrasal verbs. The next 10 questions was the completion type of the test which is from number 21 until 30. The last part of test is translation test which includes 10 translation questions and occupies 20% of test score.

A student got score 100 if all the answers were correct (2,5 for one correct answer). There are two criteria of the students' score which are those who got below average score and those who got above average score.

3.4.1.1. Aim of test questions

The test questionnaire were taken from semester English test of secondary students that were considered thoroughly by teachers and researcher. The test paper was handed out to the students that consisted of 40 questions. The classification and purpose of the questions of the test are:

- 1) Placing a suitable phrasal verb in context
 - Multiple-choice number: 1-10
 - Purpose: To evaluate the ability of students in understanding the meaning of phrasal verb
- 2) Finding the synonym/ same meaning for the phrasal verb
 - Completion number: 11-20
 - Purpose: To figure out whether students are able to guess the meaning of phrasal verb from the context or not.
- 3) Filling a suitable particle(s) for the phrasal verbs in context
 - Completion number: 21-30
 - Purpose: To evaluate the ability of students in combining the particle with verb to form correct phrasal verbs
- 4) Translation Vietnamese sentences by using the appropriate phrasal verbs

- Completion number: 30-40

- Purpose: To find out the errors of student as well as their tendency of using phrasal verb when they translate the Vietnamese into the English.

3.4.2. Interview instrument

After completing test, the researcher conducts the interview with 10 participants in order to collect more objective evidence on the problems of students in understanding phrasal verbs. In this investigation, kind of interview is semi-structured, which consist of the questions systematically produced by researcher and directly answered by the interviewee. The participants of the interview were selected purposively based on three standards required by researcher, which are:

- The people obtained beneath average score in answering the test
- The people had no correct answer in answering the test
- The people obtained above average score in answering the test

The interview process last approximately ten minutes for each interviewee. The interviewer (the researcher) asked each interviewee(students) 7 questions and their answers were recorded by researcher.

3.4.2.1. Aim of interview questions

The type of question used by researcher in interview process is open-ended one. It is one of the ways to gather information from the people. The interviewer only asks the essential questions to participants to find out the what difficulty aspects phrasal verb causes to student and explore more information to reinforce the research.

The significance and purpose of interview questions is detailed as below:

- Question 1: Do you know phrasal verb in English?
- Question 2: Can you present to me some examples of the phrasal verb and its meaning (figurative meaning and literal meaning)?
- Question 3: Do you often usually the phrasal verbs in your writing or speaking?

- Purpose: Three above questions help researcher figure out whether student are interested in and knowledgeable about phrasal verb or not as well as their tendency of using phrasal verb.
- Question 4: Are the questions regarding phrasal verbs in your English test too difficult for you to answer?

- Question 5: Is it hard for you to understand all of meanings of phrasal verbs?-
- Question 6: What difficulties do you think you often encounter in understanding phrasal verb? Why?
- Question 7: How do you overcome that problem?
 - Purpose: Four above questions enable researcher to find out the objective opinions of student about the difficulties in understanding phrasal verb.

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

4.1 Research Findings

This chapter demonstrates the findings and discussion of the research. It indicates difficulties that students encounter in understanding phrasal verbs which include avoidance, style deficiency, semantic confusion, lack of collocational awareness, and syntactic errors.

This part analyzes the research findings based on the acquired information from the test and the interview process that was going on April 18th. The interview process that was going on after completing test involved 10 students as the interviewees. The selected students are 10 of anonymous 9-grade students. The data were analyzed by using numerical and non-numerical analysis method. After finishing the evaluation of the students' proficiency in phrasal verbs from the test, the researcher put the result in a word office table to analyze exactly

4.1.1. Numerical Analysis

After correcting the test papers filled out by students, the researcher put their result in a table as below

TABLE B.1.Results

Test Scores of EFL Learners' in Understanding Phrasal Verbs

Number	Student Name	Score
1	Test taker 1	55 (22 correct answers)
2	Test taker 2	67.5 (27 correct answers)
3	Test taker 3	42.5 (17 correct answer)
4	Test taker 4	57,5 (23 correct answer)
5	Test taker 5	32,5(13 correct answer)
6	Test taker 6	37,5(15 correct answer)
7	Test taker 7	87,5 (35 correct answer)
8	Test taker 8	75(30 correct answer)
9	Test taker 9	50(25 correct answer)
10	Test taker 10	82.5(33 correct answer)

- TABLE B.1 indicates that the lowest students score was 32,5 and the highest score was 87,5.

In order to evaluate the student level in master phrasal verb, it is necessary to lay this result into the table based on criteria of researcher as follows:

TABLE B.2.Results

Standard of Students Attainment

Score	Standard	Level of Attainment	Amount of student
0 - 50	E	Failed	4
51 - 60	D	Insufficient	2
61 - 72	C	Average	1
73 - 85	B	Good	2
86 - 99	A	Excellent	1

TABLE B.2 indicates that most of the students (6 students) achieved D (failed) and E (insufficient) score. Next, only one student achieved C (average) and two students obtained B (good score), but only one student got A (excellent). Additionally, this table also shows that six students got below average score, while four students got above average score.

From two above tables, researcher concludes that most of test takers got low score. This pointed out that the ability in mastering phrasal verb of several student is relatively weak. It also proved that most of secondary student encounter a lot of difficulties in understanding phrasal verb.

4.1.2. Non-Numerical Analysis

From result of test in the student's test answer sheets, the researcher found out the problems of students in using phrasal verb such as below:

+ Avoidance:

33. Bạn có để ý hoàn thành bài khảo sát sự hài lòng của khách hàng không?

35. Quản lý muốn chúng tôi nộp lại tất cả các bài báo cáo của tháng trước.

In order to translate the above Vietnamese sentences into English ones, most of test takers often have tendency to use the normal one-word verbs instead of phrasal verbs to translate two above sentences as below:

33.1. Do you mind to complete customer satisfaction survey?

35.1. The manager would like us to submit the reports of previous month.

They used the verbs "complete" and "submit" instead of using common phrasal verbs such as "turn in" and "fill out" to translate the Vietnamese sentence 33 and 35 into English ones. From this point, the researcher could make conclusion that most of secondary school students frequently avoid using phrasal verbs and have tendency to use normal one-word verb in written discourse because they are not

familiar with phrasal verbs

+ **Style deficiency:**

34. *“Tôi đã không hoàn thành bài tập về nhà và giáo viên của tôi đã yêu cầu tôi ra ngoài”.*

Several test takers use a slang verb to translate the above Vietnamese sentence and produce an English one as below:

34.1 *I didn't complete my homework and my teacher requested me to bugger off.*

In this situation, the students should use phrasal verb “get out” instead of “bugger off” due to the fact that using phrasal verb “bugger off” can be considered as a fairly impolite or discourteous expression in written discourse as well as spoken communication. From that evidence, the researcher can make conclusion that the students usually lack the awareness of English style.

+ **Influence of first language**

36. *Viên chức chính phủ sẽ đến kiểm tra chất lượng nhà hàng của chúng ta vào cuối tuần này.*

36.1. *Governmental official will look over the quality of our restaurant at this weekend*

In this situation, the student should use the phrasal verb “inspect” instead of “look over”. Because of the influence of mother tongue, they assume that the phrasal verb “look over” and the verb “inspect” have same meaning. This enables the students to misunderstand and produce an incorrect translation sentence as above.

+ **Syntactic problems**

This problem is proved by sentences that test taker use some wrong particles to form phrasal verb.

24. *To apply for a driver's license please fill **up** this form and proceed to line B for the eye exam.*

26. *The environmental activists were standing by the side of the road handing **into** leaflets to protect the construction of the new beach hotel.*

24. To apply for a driver's license please fill **in** this form and proceed to line B for the eye exam.

28. Huong majored in English in university but she has forgotten a lot of her vocabulary. She is going to London next summer to visit some old friend and brush **out** her English.

From the interviewee's answers, the researcher found out two main problems of students in understanding phrasal verbs as below:

- Semantic problem
- Syntactic problem

For semantic problem, the result of the interview indicated that six of ten interviewees had encountered a wide range of difficulties in understanding the meaning of figurative phrasal verb. Most of them did not usually study all of meaning of phrasal verb, they only learned one or two meanings of phrasal verbs that are given by their teachers. Moreover, they have tendency to prefer literal phrasal verb which is understood easily by interpreting it individual parts and they assume that this approach also can be applied to guess the meaning of figurative phrasal verb. It is reason why several figurative phrasal verbs become weird to them. This problem is proved when they answered the interview question 6 as below:

Interviewee 2: *"Eum...some phrasal verbs that I don't ever see before make me eum.. hard hard to eum.. understand the meaning. For example: phrasal verb brush up in your test, I don't know what it means, I just rely on the meaning of verb brush to understand the meaning of phrasal verb brush up, hahaha"*

Interviewee 3: *"Yeah, it's not easy to understand because there are a lot of meanings from phrasal verb and, I think my difficulty eum..is find the synonym and the meaning of idiomatic phrasal verb"*

Interviewee 5: *"It is the meaning of phrasal verb, or in eum.. the phrasal verb seems to be not familiar for me"*

Interviewee 8: *"Hmm.. i difficult to understand eum.. the meaning of phrasal verbs, because it have the same eum.. verb but eum.. different particle"*

Interviewee 9: *"I'm confused eum.. a little bit in eum.. understanding the meaning"*

Interviewee10: *"I can't use the right phrasal verbs in my English test. Because i don't know all the meaning of that"*

Additionally, still according to the result of the interview that the rest of four students thought that they are struggling to combine the suitable particle with the verb to create a phrasal verb grammatically. It's showed when they said:

Interviewee 1: *"I assume that the difficulty exactly is eum.. when coordinating*

the particle and the verb”

Interviewee 4: *“Eum.. combining particle with verb to form phrasal verb and placing object between or after phrasal verb is hard to me ”*

Interviewee 6: *“Eum.. i think that the problem obviously is how to combine eum.. phrasal verb with particle properly”*

Interviewee 7: *“I think that...eum..the combination...for example, in the question 22 and 29 , which word we need to eum.. put the word in the blank because I think that break in and break down have same meaning. It is hard to me to choose the appropriate particle to match verb.*

This also proves that students relatively lack the perception of language rule or syntactic awareness. Therefore, they have tendency not to know the existing relationships between some words, especially is the verbs and particles.

The reason of this problem is due to the truth that they don't learn thoroughly the components of the phrasal verb (verbs and particle). They assume that the meaning of phrasal verbs can be guessed by interpreting the meaning of main verbs in the phrasal verb. Accordingly, they can't remember and choose the appropriate particles which are used to combine with verbs to form the phrasal verbs.

4.2. Discussion

The test result indicated that the average score of the student is 58.75. Six of the total students are below average according to criteria of researcher . From result table, the students such as Son, Anh, Phuong, Dat, Minh Phuong, Hien who got the score under the average (61 point). Nevertheless, there are some of students such as Hong Anh, Tung, Khanh who got the high score (more than 70 point). It proved that the ability in mastering phrasal verb of secondary school student is fairly weak Besides, the test and review result also indicates that secondary school students frequently encounter difficulties in understanding phrasal verb such as avoidance, style deficiency and influence of first language. For avoidance, students have tendency to prefer using the simple one-word verbs instead of phrasal verb, they lack awareness of leaning phrasal verb in English. Besides, the influence of first language and style deficiency also cause various difficulties in using and producing phrasal verb to student. Additionally, semantic is considered as a common difficult aspect of student. They often cope with phrasal verb by only studying the simple phrasal verb like literal phrasal verb and they don't make effort to look for the meaning of difficulty phrasal

verb like figurative phrasal verb. Another difficult aspect is a syntactic error. It's tough for the students when combining the verb and the particle. They have to deal with the same word but need different particle, also sometimes the same particle but different word. From those problems, the researcher can conclude that there was a lot of existing difficulties encountered by secondary school students in understanding phrasal verbs.

CHAPTER V: CONCLUSION AND SUGGESTION

This part demonstrates the research conclusion and suggestion. It consists of the discussion of investigation's result. Additionally, the researcher gives students some phrasal verbs learning methods which can help student to improve their mastery of phrasal verb and also is basis for other researches in the same field of phrasal verbs.

5.1. Conclusion

Phrasal verb is considered as one of the elements of informal English, it is relatively complicated because of its polysemic. Therefore, the students are impossible to understand and use phrasal verb in writing and speaking without being basically knowledgeable about them. In order to achieve the proficiency in English or at least, be able to get high score in English tests, it is mandatory that the student have ability in master phrasal verb. With mastery of phrasal verb, they will obtain additional expression and can speak English naturally as native speakers

Phrasal verb generally includes more than one meaning. The figurative meaning of phrasal verb causes various difficulties to students who tend to comprehend the figurative meaning of phrasal verb by translating the individual parts of phrasal verb word by word . Hence, it is very tough and challenging to students to produce phrasal verb.

This research focus on investigation into difficulties encountered by secondary school students. The result of this research indicates that most of secondary school students encounter the wide range of difficulties in understanding phrasal verb such as avoidance, influence of mother tongue, style deficiency, semantic confusion and syntactic errors. Hence, the teachers at secondary school should find out the more effective to help student resolve those problems. Besides, the secondary school students also should pay more serious attention to studying phrasal verb to improve their poor vocabulary knowledge. In fact, they only learn by heart the meaning of phrasal verb that is given by their teachers, they don't tend to learn or search all of meaning of phrasal verb and figure out how to use them in each specific context. This led to shallow understandings of phrasal verb. To master phrasal verb, the students need to practice them every single day in daily conversation and fill out the English test regarding phrasal verb. Additionally, the teacher should encourage student to study idioms in English.

There are a lot of effective learning methods of phrasal verb. One of those is guessing the meaning from the context. However, this approach requires the knowledge of other English vocabulary but if students comply this, their English vocabulary knowledge will be improved considerably. Additionally, guessing meaning from context help learner restrict the uncommon figurative phrasal verb. Accordingly, the teachers also should teach students necessary skills to use the context in guessing the metaphoric meaning of phrasal verb.

5.2. Suggestion

The phrasal verbs were considered as the challenging grammar aspect of the English and caused various difficulties to student because of their polysemic. However, it is not too tough to master the phrasal verb. Therefore, the researcher would like to offer some useful suggestions to students, teachers and other researchers as below:

- For the students:

Firstly, they should focus on the study of English grammar and vocabulary in particular and phrasal verb in specific. Study of phrasal verb in collaboration with teacher definitely is the most effective learning approach. The English teachers who instruct them every single day understand and solve well the problems of their student. The student shouldn't hesitate to talk with teacher about their difficulties.

Secondly, student shouldn't group phrasal verb by verb to learn, for example: look for, look over, look up etc. This is not only worst method but it is also fast method to make them despondent. Because those phrasal verbs look same but they have different meanings. Memorizing these verb makes the student's brain overloaded. Accordingly, the student should group the phrasal verb by particle. This can help student make relevant connections between phrasal verb because the particles have tendencies which make learn phrasal verb a bit easier.

Eventually, student should learn phrasal verb in context. This effective method is used by almost EFL learner. The students need to be persistent and enthusiastic to figure out all of meanings of phrasal verbs. They can visit the website (<https://dictionary.cambridge.org/>) to find out the phrasal verbs that they don't understand their meanings, then, they have to memorize of meanings of phrasal verbs that the native people express on the website

(<https://dictionary.cambridge.org/>) and practice those phrasal verbs in the daily

conversations through the short or long videos on YOUTUBE channel, website or social media in order to understand how the native speakers use phrasal verbs in each specific situations. This method can motivate and help students learn the idiomatic phrasal verbs easily and effectively, however, it requires a lot of persistence and effort due to the fact that it is not easy to understand the meanings of phrasal verb in context. Guessing the meaning of phrasal verb in context requires that the students have to possess a wide range of vocabularies. Therefore, beside phrasal verbs, the student should learn other new vocabularies and English grammar to expand their English knowledge. To memorize the phrasal verbs without difficulty and for a long time, finding out the one-syllable synonyms of phrasal verbs and practicing the phrasal verb every single day obviously is the best way to remember and enrich their vocabulary knowledge. Additionally, the researcher had compiled more than two hundred phrasal verbs which were frequently used in daily conversations in order to offer student the basic phrasal verbs as well as its synonyms in below table:

Phrasal Verb	Meaning	Examples
To Act up	To behave badly.	David got bored and he started acting up.
To Add up	Some thing that makes sense; usually negative To calculate the total of several numbers or amounts. To gradually increase until there is a large total.	Her story didn't add up. I think she's lying. At the end of the month, I have to add up all my purchases. The fees were adding up.
To apply for	To make a request.	I decided not to apply for visa because it is too expensive.
To ask (somebody) out	To invite someone to go out	When my girlfriend first asked me out for a date, I was on cloud nine.
To agree with	To have the same opinion.	I agree with this article.
To break into	To secretly enter by force.	Late last night David break

		into my hidden stash of chocolate. Oh no!
To break up	To break something into pieces. To end a relationship.	I break the chocolate up into squares. The plane broke up in mid-air. The marriage broke up just a few years later.
To break (something) off	To end a relationship. To separate.	I am the one who decided to break things off with him. He broke off a piece of chocolate.
To break down	To easily explain. If a vehicle or a machine breaks down, it stops working	A good teacher will break down a complicated topic so that it's more understandable. My car broke down again, therefore I must get on the bus to work.
To Back (Somebody or something) up	To support someone (back somebody up). To save (back something up).	My parents backed me up when decided to apply for graduate school. Don't forget to back up your computer so that you don't lose all hard work!
To bank on	To hope and expect something will happen (almost like you are investing)	I am banking on the Covid situation getting better next year.
To be into	To dislike	I'm not into the parties.
To blend into	To be not noticeable.	I prefer to blend into the crowd.
To Blow up To blow (someone) up	To become suddenly angry. To surprise very much.	When I told her. I couldn't come to her party, she blew

		up. You've blown me up with this news.
To boost (somebody) up	To give moral support.	You are a good friend, thanks for boosting me up.
To bring about	To cause something to happen.	He brought about his company's collapse by his weak management.
To Bring on (something)	To accept a challenge with confidence, excitement.	Two hundred phrasal verbs? Yeah, bring it on!
To Bring up (something)	To mention in conversation	You shouldn't bring up the politics in this house unless you're ready for a long discussion.
To brush up on	To improve a skill that you haven't practice for some time.	I need to brush up on my French because I didn't practice it for some time.
To Bum into = To run into	To randomly see someone.	Last week, I bumped into my college friend on the sidewalk. I can't believe that I ran into her.
To buckle down	To start working hard.	It's time the government buckled down and found a solution.
To bring together	To connect	The love for music brought us together.
To Call off	To cancel something that has been planned.	Instead of calling off the wedding, the couple decided to elope.
To call up	To phone someone	I called you up yesterday.
To call back	To call someone who called you.	I need to call back my supervisor right now because she called me one hour ago.

To Calm down	To relax	When I have a stressful day. I like to calm down by talking a nice long walk outside.
To Carry on	To continue doing something.	Anyway, I couldn't carry on like that.
To carry off	To succeed in doing something difficult.	I thought he carried off the part of Hamlet with great skill.
To Catch up	To meet with someone that you haven't seen in a while and talk about what happened in life.	I met my friend for lunch to catch up because we haven't seen each other in a long time.
To cheer (someone) up	To make someone less sad	Your praise really cheers me up.
To check in	To register for a hotel stay.	I went to the hotel to check in while my husband parked the car.
To Check out	To see or try something. To leave a hotel.	I'm excited to check out the new park in my city, check it out! I intend to check out hotel at 3 pm tomorrow.
To check up on (somebody)	To investigate or find out information about someone secretly.	Are you checking up on me again? My boss used to check up on me all the time.
To Chip in	To help or contribute money or energy.	I couldn't go to party, but I still wanted to chip in for a gift. My son like to chip in and help me with the garden.
To Close down	To close completely or	Because of construction,

	forever.	they closed down two lanes of the highway. During the pandemic a lot of restaurants closed down.
To Come down with something	To become sick.	I'm not feeling so well. I think I'm coming down with a cold.
To come up	To happen unexpectedly	I didn't show up to our date because something came up.
To come up with something	To find an idea for something.	I couldn't come up with anything special, so I just baked a cake.
To come across	To randomly find something.	I came across a fascinating fact about Donald Trump in his biography.
To come along	To go somewhere with someone	I'm going to concert. Would you like to come along?
To come at (somebody)	To attack somebody.	As I backed away, he came at me with a knife.
To come into	To inherit.	After his father passed away, he came into a large fortune.
To come over	To visit	Do you want to come over my house?
To come in	To enter	Come in, please!
To come round	To come to my house.	Do you want to come round on Sunday?
To count on	To depend on someone.	You can always count on me to offer you tea when you visit my house, I have a lot of tea.
To Cut back on	To consume less of something	I'm trying to cut back on fried food, but it's so tasty!

To cut off	To end something or someone abruptly, usually driving or speaking.	The driver in the red car cut me off and almost caused a wreck! He tried to tell the teacher his excuse, but she cuts him off mid-sentence.
To cut down on	To decrease something.	He's trying to cut down on sweets especially chocolate chip cookies.
To Deal with	To do necessary, difficult action.	When you have two cats, you have to deal with a lot of cat fur.
To do without	To manage without	There is no more milk, so I guess we'll just have to do without.
To Do something over	To do something again from the beginning.	My boss used to have me do my projects over many times.
To Doze off	To start to sleep, especially during the day and without intending to	I dozed off in front of the television.
To Drop by/in	To stop by for a quick visit	Hey, are you home? I'm in the neighborhood and I wanted to drop by.
To Drop out off	To quit	She decided to drop out of his program because it was too hard.
To End up	To eventually decide or reach something. To be in particular place after doing something or arrive somewhere. To finish	We ended up just ordering pizza and not going to the fancy restaurant. I wonder how the story will end up. Will the characters fall in love? Will they be killed?

		Our love story ended up horrible.
To fall apart	To fail completely and be unable to continue in the usual way	I assume that our relationship started to fall apart gradually.
To fall behind	To not keep pace with.	I can't keep up with my studies and I always fall behind
To fall for	To suddenly have strong romantic feelings about someone or fall in love with someone.	She always falls for older men.
To figure out	To understand or solve a problem.	The mechanic tried to figure out what was wrong with my car. I can't figure it out! Can you help me please?
To fill in	To provide information, usually spoken.	I missed the meeting. Can someone fill me in.
To fill out	To write information on a form.	Can you give me fill out these forms and give them back to me when you finish?
To find out	To realize something. To discover something or someone.	Today I found out that phrasal verbs are really important. We may never find out the truth about what happened.
To fit in	To feel you belong to place or group.	I just moved in here, so I was hard for me to fit in.
To fly out	To leave for somewhere by plane.	I'm flying out to Canada next week.

To Freak out	To become anxious or afraid.	I'm freaking out just thinking about flying!
To get away	To manage to leave a space or a person.	The dog gets away from me at the park.
To get along	If the people get along, they like each other and are friendly to each other	Richard and Emily don't get along.
To get along with	To have a friendly relationship with someone	I get along with my neighbors really well.
To Get around	To avoid or deal with something.	One day I'll get around to cleaning the garage but not today.
To Get back	To return to place or previous state.	I and my girlfriend got back together yesterday.
To Get back at	To get revenge on someone.	My sister took my shoes to get back at me for taking her sweater.
To get over	To recover from a bad experience. To overcome.	It was hard for me to get over the death of my oldest dog. I try to get over my fear.
To get on with.	To handle	How are you getting on with your work?
To get out.	To leave.	The teacher asked him to get out.
To get into	To become interested in something. To become involved in something.	Even though Joe is an adult, he got into Pokemon last week. We started to get into the fights pretty often.
To give up	To stop trying to do something before you have finished, usually because it	The idea about bombing the heart of Japan is risky, I will give up.

	is too difficult.	
To give in	To do something you don't want to do.	Even though I'm on a diet, I gave in when my friend offered me a cookie, it was hard to resist.
To give back	To return something to the person who gave it to you.	Nicolas just gave me the book that he borrowed yesterday back.
To get on with	To handle with	How are you getting on with your life as a college student?
To get through	To manage to deal with a difficult situation or to stay alive until it is over. To be connected by phone.	The refugees will need help to get through the winter. I called you up yesterday, but I couldn't get through to you. Are you OK?
To get down	To begin to do.	I have to get down to studying.
To get down on	To criticize	He was getting down on me more and more for the way I talk.
To go against	To oppose	Building a road here would go against the wishes of the local community.
To go ahead	To start or to continue doing something.	The club will go ahead with its planned strategy.
To Go through	To experience difficulty.	I'm going through a hard time because I'm out of money. Will I survive?
To Go out	To leave house to go somewhere.	I like to go out and catch up on friends and family.
To go on	To happen.	There's just too much going on in my life right now.
To go for	To like, prefer.	I usually go for comedies.

To grow apart	To become distant	We don't have anything in common and we began to grow apart gradually.
To grow up	To become older; or to tell someone to stop acting childish.	That wasn't funny. Grow up!
To handle with		
To hand in	To turn in (give something to somebody in authority)	I have to hand in (or Turn in) my projects on time.
To Hang on	To pause a conversation.	Can you hang on for just a second while I check this message?
To Hang out	To casually spend time with someone.	Do you want to come over to my house and hang out?
To Hang in	To continue and not give up.	Because I grew up in small town, I was not used to living in a big city. I didn't have any friend and I felt pretty lonely. It's was hard for me to hang in there.
To hold on	To cling to something or to pause a conversation.	I am holding on to hope that some days we'll be able to travel again soon.
To Hold up	To remain strong or successful.	My car broke down again because the repair didn't hold up.
To hold (somebody) back	To stop somebody doing something.	The sleep is holding me back each morning.
To invite (some body) over	To invite someone to your house	Thanks for inviting me over!
To kick off	To begin.	Let's kick off the meeting right away.
To kick out	To force someone to leave	The landlord kicked me out

	a place or an organization.	because I didn't pay for the rent.
To keep (someone or something) away from.	To avoid something To keep a distance from someone	I will keep myself away from that company from now on. I and my girlfriend couldn't keep away from each other.
To keep on	To continue doing something.	If you keep on practicing, you'll get better!
To keep up with	To make progress or learn at the same speed as someone or something.	We always try to keep up with our competitor.
To knock (somebody) down	To make you fall	Nothing can knock you down. You are a strong girl.
To laugh at (somebody or something)	To show that you think someone or something is stupid.	I can't dress up like that, everyone will laugh at me.
To let (somebody) down	To disappoint somebody.	She said that I had let her down.
To leave off	To stop doing something.	Ok, let's take up where we left off.
To look for	To research for something.	I'm looking for my cat's toy.
To look forward to	To expect something enjoyable to happen.	No one looks forward to tax time
To look out	To watch out for something, keep an eye out for something	When you hike, look out for snakes.
To look up	To research something.	I didn't know the meaning of the word "to hold on", so I looked it up in the dictionary.
To look up to	To admire or respect	All of my colleagues look

(somebody)	someone	up to me because of my working competence.
To look down (on someone or something)	To disregard something or somebody.	My new manager respect everyone and never look down on anyone.
To lie ahead (of someone)	To be in front of someone	An exciting future lies ahead of you.
To make up	<p>To forgive someone and be friendly with them again after an argument or disagreement.</p> <p>To invent an explanation for something.</p> <p>To combine together to form something larger.</p> <p>To make an amount or a number complete.</p> <p>To put make-up on someone's face.</p>	<p>I am very happy because I finally made up with my girlfriend.</p> <p>He made up some excuse about the dog eating his homework.</p> <p>Women make up 40 percent of workforce.</p> <p>I'm paying 500 dollars and Paul is making up the rest.</p> <p>I made my friend's face up to look like a clown.</p>
To make fun of	To laugh at something.	Dan makes fun of Vanessa's new style. He laughs her a lot.
To make it through something.	To survive	Because of a lot of workload, I had to drink lots of coffee to make it through the day.
To mess up	<p>To make something dirty or untidy.</p> <p>To do something badly</p>	<p>My sister had managed to mess up my whole house.</p> <p>She says that she completely messed up the interview.</p>
To measure up to (something or somebody)	To be good enough.	I could ever measure up to his expectations.

To miss out on (something)	To lose something.	I don't want to miss out on the chance to do so many wonderful things just because of my fear.
To move in	To start living in a new apartment or house.	The furniture was here when I moved in.
To move on	To continue with my life.	Although it's hard to survive in this city, I still pick myself up and move on.
To nod off	To sleep	When my boss saw me nodding off at work one day. He blew up!
To open up	To talk about your personal thoughts or feelings. To start doing business. To open something locked. To accept the new experiences.	I've never opened up to anyone like I do to you. Several branches of the bank have recently opened up across China. Linda don't have the key, so I must open the door up. You should open yourself up to new experiences.
To Pay off	To be successful	Your effort will finally pay off.
To Pass away	To die	His mother passed away when he was 19 years old.
To Pass on	To give someone something that someone else has given you.	When you've read this newspaper already, please pass it on!
To pass off	To happen	The pop festival passed off peacefully, despite of the fears of local residents.
To point out	To indicate	I just want to point out that

		a journal is really helpful.
To pick out	To choose	I pick out the right outfit.
To pick up	To lift someone or something. To take some in vehicle. To buy something. To start off	I'll pick up the client from the airport. The woman picks up some vegetable. I'll pick up the conversation when I come back.
To plan ahead	To Plan in advance.	I always plan my day ahead.
To plan on	To intend to do something.	I plan on taking a French course this year. That's my new goal.
To pull over	To steer the vehicle to the side of the road and stop.	It was raining so hard that I had to pull over and wait for the rain to stop.
To put in	To spend time or make effort to do something.	They must have put in a lot of work to achieve such an interesting exhibition.
To put aside	To save	I started putting aside money every week.
To put away	To store something in its usual place.	He put the book away and stood up.
To put on	To start wearing something. To spread a cream, liquid, powder or other substances on your skin or hair to make it softer, healthier, more attractive. To make a machine or an equipment start working. To organize an event.	Kim had forgotten to put his watch on. I'm putting on some makeup. Can you put the light on? We are putting on a concert to raise money for cancer charities.

To put off	To postpone something. To switch something off	I put off learning phrasal verbs for too long. It's time to start today. I put the light off.
To put up with	To tolerate or accept something or someone.	My sweet husband puts up with my terrible singing.
To put (somebody) down	To make someone feel foolish.	You should never let someone put you down and disrespect you.
To rely on	To trust	It's great to know I can always rely on you.
To reflect on	To think about	Before going to bed, I fill in my journal and reflect on the day.
To revolve around (someone or something)	To have someone or something as the main or most important interest or subject.	His whole life revolves around football.
To roll out	To get out	I'm not enthusiastic about waking up early, so I roll out of bed every morning.
To run away To run away from	To leave or escape. To avoid an unpleasant problem.	Did you ever try to run away from home as a kid? I can't keep on running away from problem.
To run into	To meet unexpectedly.	I don't want to run into a bear while I'm hiking!
To run out (of)	To have nothing left.	We ran out of milk and eggs yesterday so I need to go to the store.
To run over	To continue for longer than planned.	My schedule always runs over no matter how organized I am.

To run up against	To face problems or difficult situations.	We are going to run up against more crime in the future.
To split up	To end a relationship.	Molly and I split up a while ago.
To stick with	To continue doing something.	I tried guitar, piano, violin, and finally, I decided to stick with the drums.
To stick around	To stay	It isn't fair for myself to stick around in a relationship that makes me unhappy.
To slow down	To be less active	This cold slow me down.
To start over	To begin doing something again from the beginning.	I'm ready to start over new job else.
To start off	To begin	She started off well.
To start out	To begin in a particular way.	Our love story started out great.
To stay away	To avoid	I try to stay away from negative news.
To stand out	To be very noticeable.	He was obsessed to stand out wherever he went.
To Set aside	To save.	I set aside time for rest.
To set up	To make something ready to use	I set up tables and chairs to organize the retirement party.
To set in	To begin to happen and have an effect.	In the winter, the darkness sets in early!
To set out	To start a journey To explain, describe or arrange something in a clear and detailed way. To start doing something	After three-day rest, the travellers set out again. In his report, he sets out his plans for the department. They set out to build their own house.

To Set down	To write or print something, especially to record it in a formal document.	The rules of club are set down in the members's handbook.
To sign up	To agree to do something, or join a course or organization. To register	I signed up a bank account yesterday.
To sign for	To join	I want to sign for a gym membership but I just putting it off.
To sit around	To waste time	I couldn't just sit around and wait for my old wife to come to her senses.
To Scroll down	To move down the screen.	I lie down for a few minutes and scroll down social media on my phone.
To Show off	To boast to attract the attention.	He was showing off most of the time, trying to make a really big impression on everyone.
To Show up	To appear or arrive suddenly.	Why did Dan show up at my door? Oh, he lives here.
To Sort (something) out	To make arrangements for something to happen. To do what is necessary to deal with the problem To get rid of something that you don't need or arrange something that you need tidily.	I have to organize the food right now because the music is already sorted out. This matter can be sorted out if they sit down and talk. I need to sort out this mess on my desk.
To Squeeze in	To find time for	Whenever possible, I try to squeeze in 15 to 30 minutes

		of exercise in afternoon.
To stand up	To put your body into an upright position from a sitting or lying position. To support someone.	He standing up to answer his teacher questions. I have some great colleague that stood up for me.
To stand for	To tolerate	I'm not going to stand for your mistakes.
To Step down	To give up a job or position.	My old boss was forced to step down due to his health.
To step out	To leave a place in a short time.	Mr. Taylor just steps out of the office to get the package.
To stick to	To follow without changing anything.	I have a strict schedule and I do my best to stick to it.
To stress (somebody) out	To make someone nervous.	That job was stressing me out!
To Sum up	To summarize	I'll sum up briefly and then we'll take questions.
To take off	To remove. (take something off). To leave from ground and begin to fly.	He takes the hook off the fish's mouth. The airplane took off an hour ago.
To take up	To use time or space.	Exercising doesn't take up too much of my time.
To talk (something) over	To discuss the problem or the situation with someone.	You should talk your difficulties in learning English over.
To tell somebody off	To criticize someone angrily.	My teacher tells me off in front of everyone.
To think over	To consider something.	It's a good idea to think over big purchases before you buy them.
To turn down	To refuse something or	I was so full from dinner

	someone.	that I had to turn down dessert.
To turn off	To stop the flow of thought or energy. To stop a piece of equipment working temporarily by pressing a button or by moving a switch.	Some people have trouble turning off their brain before bed. I always turn off my computer before I leave.
To turn out	To happen or become To appear or be present	Everything turned out fine. A lot of actors turned out on stage.
To turn (something) over	To think about something.	I spend days turn the problem over in my mind.
To turn up	To appear unexpectedly To arrive	I surprised my family when I turned up to the party without announcement.
To wake up To wake up to	Same as wake, get up To start to realize something	You shouldn't try to wake the baby up. They should wake up to the fact that the sport has completely changed.
To wait around	To do nothing and just expecting something to happen.	I couldn't wait around and I had to do something.
To warm up to To warm up	To start liking someone or something. To prepare	I took my cat a while to warm up to me. Before I work out, I usually like to warm up by doing stretches.
To wash off	To remove something (dust, stain) by washing.	I wake up and then I wash off my face.
To wash out	To wash something	Don't you ever wash out

	quickly, especially the inside of a container.	your coffee cups?
To watch out	A caution to be aware.	Watch out, sometimes bees make a nest in the ground around there.
To wear off	To fade away.	The energy from my morning tea starts to wear off around noon. The marker is starting to wear off.
To While away	To spend time doing something.	I love to while away the afternoon watching movie.
To win over	To get the support of	He used to be so charming and he could win everyone over.
To wind down	To relax after a period of excitement or worry. To end	The party started to wind down around 2 pm. You should first try to wind down for a few days.
To weigh (somebody) down	To make somebody feel heavy and tired.	I've noticed that three heavy meals a day generally weigh me down.
To work (something) out	To come up with a solution or compromise. To exercise	My husband likes the mountains and I like the beach, so for our next vacation we're going to need to work something out. I often wake up early and work out.
To work on	To try to improve	I often wake up early. I'm not able to change this but I'm working on it.

- For the English teachers at secondary school:

The researcher expects that the result could give positive messages or idea to

support the teachers in order to find out the level of the student's mastery of phrasal verbs, so they could prepare a proper teaching material. Besides, they might find out the specific difficulties faced by students in mastering phrasal verbs and anticipate the way of overcoming them. In addition, if possible, teachers should try to highlight connections between the learners' first and target languages, because the students will rely on their first language when trying to understand phrasal verbs in a foreign language. Apart from the English textbooks and test papers, I hope that the teachers should find out the videos of daily English conversation that the student could take advantage of them to improve their English knowledge

- For the next researches:

This research suggested to implement some other aspects further and to investigate deeper on phrasal verbs field because the study is limited for some of aspects which are meaning confusion or called as semantic errors and syntactic errors, avoidance, style deficiency, influence of first language. Hence, in a wider scale, it will become more challenging, interesting with also more participants to have more information and more result.

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APPENDICE

Appendix 1: Interview Transcript

Interviewee 1:

1. Interviewer: Do you know phrasal verbs in English?

Interviewee: absolutely not, eum.. never heard but I think that i did ever see them accidentally in my English textbook or test.

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meanings (figurative meaning and literal meaning)?

Interviewee: For example, phrasal verb “turn off” means “tắt”

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: Yes eum.. i often use phrasal verbs in writing.

4. Interviewer: Are the questions regarding phrasal verbs in your English test too difficult for you to answer?

Interviewee: Eum.. Not too

5. Interviewer: Is it hard for you to understand all of meanings of phrasal verbs?

Interviewee: I think eum.. it's hard

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verbs? Why?

Interviewee: I think the difficult eum..is when matching the word between particle and verb.

7. Interviewer: How do you overcome that problem?

Interviewee: Eum.. By learning more persistently.

Interviewee 2:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: Eum.. yes I do

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meanings?

Interviewee: Eum.. i usually use eum.. popular phrasal verb for example eum.. “get on”, “get back”, “take off”, etc.

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: Eum... no i only use in my speaking

4. Interviewer: Are the questions regarding phrasal verbs in your English test too difficult for you to answer?

Interviewee: Yes, very difficult to answer

5. Interviewer: Is it hard for you to understand all of meanings of phrasal verbs?

Interviewee: Eum.. for meaning, eum.. not difficult but for eum.. question is difficult

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verbs? Why?

Interviewee: “Eum.. some phrasal verbs that I don't ever see before make me eum.. hard hard to eum.. understand the meaning. For example: phrasal verb “brush up” in your test I don’t know what it means, it means, I just rely on the meaning of verb brush to understand the meaning of phrasal verb brush up, hahaha”

7. Interviewer: How do you overcome that problem?

Interviewee: Eum.. I only learn the phrasal verbs that my English teacher teaches me. Euhm, I learn by heart the meaning to cope with the English exercises or tests.

Interviewee 3:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: Yes, of course

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meaning?

Interviewee: For example, phrasal verb “put off” like you can’t put off your shoes here

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: I often use phrasal verbs in speaking

4. Interviewer: Are the questions in test items too difficult for you to answer?

Interviewee: Eum.. i think yeah, because i still rarely use it

5. Interviewer: Is it hard for you to understand all of the meaning of phrasal verbs?

Interviewee: Yeah, it’s hard to understand because eum..có rất nhiều nghĩa bóng from phrasal verb

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verb? Why?

Interviewee: Yeah, it’s not easy to understand because there are a lot of meanings from phrasal verb” and I think my difficulty eum..is find the synonym

and the meaning of idiomatic phrasal verb

7. Interviewer: How do you overcome that problem?

Interviewee: To overcome the problem eum.. i learn more about phrasal verbs

Interviewee 4:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: Yes, i am familiar with that phrasal verbs

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meaning?

Interviewee: For example eum.. “switch on” means “bật”

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: Yes, I usually using phrasal verb in speaking

4. Interviewer: Are the questions in test items too difficult for you to answer?

Interviewee: No, but eum.. i don't learn a lot of phrasal verbs.

5. Interviewer: Is it hard for you to understand all of meaning of phrasal verb?

Interviewee: Yes, phrasal verb to me eum.. is hard.

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verbs? Why?

Interviewee: Eum.. combining particle with verb to form phrasal verb and placing object between or after phrasal verb is hard to me ”

7. Interviewer: How do you overcome that problem?

Interviewee: Have to learn eum a lot, and eum.. you have to, i have to know the vocabulary a lot.

Interviewee 5:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: Yeah obviously, phrasal verbs in my hand.

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meanings?

Interviewee: Eum .. like turn off, turn on, or packed in mean “tắt”, “bật”, “nghỉ việc”.

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: Eum.. both of them.

4. Interviewer: Are the questions regarding phrasal verb in your English tests too difficult for you to answer?

Interviewee: Eum.. not only, but eum.. i have some eum.. some eum.. what? ord
ican't i can't know meaning them

5. Interviewer: Is it hard for you to understand all of meaning of phrasal verbs?

Interviewee: eum.. the concept of phrasal verb is easy to understand but eum i'm
difficulties to answer the question

6. Interviewer: what difficulties do you think you often encounter in
understanding phrasal verbs? Why?

Interviewee: It is the meaning of phrasal verb, or in eum.. the word is very not
familiar for me

7. Interviewer: How do you overcome that problem?

Interviewee: Solve that, i'm searching the phrasal verbs that I don't know in the
google and i see their translation

Interviewee 6:

1. Interviewer: Do you know phrasal verbs in English?

Interviewee: Yes, I do

2. Interviewer: Can you present to me some examples of the phrasal verbs and
its meaning?

Interviewee: For example is like eum.. break down means “hởng xe”

3. Interviewer: Do you usually use the phrasal verbs in your writing or
speaking?

Interviewee: Eum.. i often use it in my speaking

4. Interviewer: Are the questions regarding phrasal verb in your English test too
tough for you to answer?

Interviewee: No, it's not really difficult for me if i learn it.

5. Interviewer: Is it hard for you to understand all of meaning of phrasal verb?

Interviewee: Yeah..it's hard, because there is eum.. some meaning of phrasal
verb that i eum..don't really understand

6. Interviewer: what difficulties do you think you often encounter in
understanding phrasal verb? Why?

Interviewee: Eum.. i think how to combining eum.. phrasal verb between eum..
particle and verb

7. Interviewer: How do you overcome that problem?

Interviewee: So, how to overcome the problem is eum.. i should more study hard
and

learn more about phrasal verb

Interviewee 7:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: Yes, i often .. heard it in a song or in movie.

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meaning?

Interviewee: Hmm.. like pick the clients up from the airport, it means “đón các vị khách từ sân bay”

3. Interviewer: Do you often use the phrasal verbs in your writing or speaking?

Interviewee: Yes, sometimes in speaking

4. Interviewer: Are the questions regarding phrasal verb in your English test too tough for you to answer?

Interviewee: Eee.. for me yeah because i don't like to learn the formal phrasal verbs eum from eum my test but eum i just know it in hmm.. in the music from the music

and the movie or the conversation videos.

5. Interviewer: Is it hard for you to understand all of meaning of phrasal verbs?

Interviewee: Yes, this is the first time for me to learn phrases, and then ee.. it so hard to match ee.. the phrasal verb and with the sentences

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verb? Why?

Interviewee: I think I just eum.. make a match from the sentence like eum. In the question 22 and 29 , which word we need to eum.. put the word in the blank because I think that break in and break down have same meaning.

7. Interviewer: How do you overcome that problem?

Interviewee: I think to more ee.. learn about phrasal verbs after this, that i can eum.. handle all of the problem.

Interviewee 8:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: Yes, i am.

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meaning?

Interviewee: Example eum.. turn on the stove means “bật bếp”.

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: Yes, i often use phrasal verbs in speaking and writing

4. Interviewer: Are the questions regarding phrasal verb in your English test too tough for you to answer?

Interviewee: Yes i think eum... it was difficult because i still don't understand all of meanings about phrasal verbs.

5. Interviewer: Is it hard for you to understand all of meaning of phrasal verb?

Interviewee: Yes, it was eum.. very hard for me to understand the meanings

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verbs? Why?

Interviewee: Hmm.. i difficult to understand eum.. the meaning of phrasal verbs, because it have the same eum.. verb but eum.. different particle

7. Interviewer: How do you overcome that problem?

Interviewee: To solve this problem, eum.. i have to learn more about phrasal verbs

Interviewee 9:

1. Interviewer: Do you know the phrasal verbs in English?

Interviewee: not too much but i saw the phrasal verbs in my English test.

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meaning?

Interviewee: Eum.. for example like eum.. turn off the lamp, turn, turn off the light, “bật đèn”, “ tắt đèn”.

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: Eum.. not too much eum.. but eum.. i am still using it when eum.. when i got exercise like essay writing or something like that.

4. Interviewer: Are the questions regarding phrasal verb in your English test too difficult for you to answer?

Interviewee: Eum.. it's not too easy but it's not too difficult

5. Interviewer: Is it hard for you to understand all of meanings of phrasal verb?

Interviewee: Eum.. for meaning eum.. not too difficult but for eum question maybe

6. Interviewer: what difficulties do you think you often encounter in understanding phrasal verb? Why?

Interviewee: I'm confused eum.. a little bit in eum.. understanding the meaning

7. Interviewer: How do you overcome that problem?

Interviewee: I'm just studying hard and read the English grammar book about

eum the phrasal verbs.

Interviewee 10:

1. Interviewer: Do you know with phrasal verbs?

Interviewee: Yeah I know a lot of phrasal verbs even though i don't know all their meanings.

2. Interviewer: Can you present to me some examples of the phrasal verbs and its meaning?

Interviewee: Example of, it just like "give up" "tù bỏ", eum.. "turn on" "bật", "turn off" "tắt".

3. Interviewer: Do you usually use the phrasal verbs in your writing or speaking?

Interviewee: No, just sometimes euhm I just use what i have known but it's sooooo rare.

4. Interviewer: Are the questions regarding phrasal verb in your English test too tough for you to answer?

Interviewee: Yes, so diffucult to answer because I don't understand all of meanings of phrasal verbs..

5. Interviewer: Is it hard for you to understand all of meanings of phrasal verb?

Interviewee: Eum.. eum.. i have a difficulty to answer to the question in my English test.. eum.. but the meaning is quite easy to understand.

6. Interviewer: what dificulties do you think you often encounter in understanding phrasal verb? Why?

Interviewee: I can't use the right phrasal verbs in my English test. Because i don't know all the meaning of that.

7. Interviewer: How do you overcome that problem?

Interviewee: I just eum.. make a list of phrasal verbs to learn every day.

Appendix 2: Instrument (Test)

Name:

Student Number:

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to open a bank account, you have to a form and send it to me

- a) Fill up
- b) Fill out
- c) Fill into
- d) Fill over

2. I'm surprised to hear that he will... for my retirement party

- a) Turn up
- b) Turn in
- c) Turn into
- d) Turn down

3. Last week I... with the idea about how to work effectively

- a) Came up
- b) Came into
- c) Came across
- d) Came by

4. What you have to do is to a new idea that will enable us to acquire that apartment.

- a) Think over
- b) Think out
- c) Think about
- d) Think up

5. I need to find out some chemical substances that will the grass in the garden of my house.

- a) Keep off
- b) Keep out
- c) Keep down
- d) Keep on

6. When spring comes, the Vietnamese people often have tendency to their houses.

- a) Do over
- b) Do through

c) Do up

d) Do in

7. The time has now come when it will be necessary to making a plan.

a) See about

b) See over

c) See through

d) See into

8. It's easy to see from the way the garden is looking that winter has

a) Set out

b) Set in

c) Set up

d) Set off

9. You don't need to worry that you'll be left on your own because I will always you.

a) Stand for

b) Stand to

c) Stand by

d) Stand from

10. You can tell by the way she talks and behaves that she her mother.

a) Takes to

b) Takes in

c) Takes back

d) Takes after

Find the synonym/the same meaning of the underlined phrasal verbs!

11. this printer is <u>playing up</u> again.	a. to stop doing something
12. We will be repeating the question later, so you won't <u>miss out</u>	b. To manage to succeed
13. I can just <u>make</u> some words <u>out</u> on this page	c. To behave or work badly
14. Would you <u>run over</u> the sequence of events again?	d. To have a particular belief
15. John <u>sends</u> the president <u>up</u> brilliantly	e. To Lose a chance, opportunity to do or have something
16. The doctors are <u>standing by</u> their claim that they are not at fault	f. To manage to see or understand
	g. To show, indicate

<p>17. The survey <u>pointed out</u> that the unemployment rate was increasing drastically</p> <p>18. The airline have promised to <u>look into</u> the matter.</p> <p>19. It was a challenging assignment, but i <u>pulled it off</u>.</p> <p>20. David <u>packed in</u> his job in order to transfer to New York with his family</p>	<p>h. To repeat for practice</p> <p>i. To make fun of by imitating</p> <p>j. To Keep to an agreement</p> <p>k. To Check</p> <p>l. Write information</p>
--	---

Fill in the blank with most appropriate adverb or preposition!

(*across, down, in, into, on, out, over, up*)

21. I wake... at 6:00 AM, but I usually roll out of bed until around 6:30, I am not a morning person.

22. Our car broke... in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.

23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow...

24. To apply for a driver's license, please fill... this form and proceed to line B for the eye exam.

25. If you don't pay your rent, your landlord is going to kick you...of apartment

26. The environmental activists were standing by the side of the road handing...leaflets to protest the construction of the new beach hotel.

27. When American students go to their high school proms, they dress...tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!

28. Hương majored in English in the university, but she has forgotten a lot of her vocabulary. She is going to London next summer to visit some old friends and brush...her English.

29. A thief broke... their house while they were on vacation and stole their television, their VCR, their microwave, their personal computer and all of their jewelry.

30. The old country house Susan and Bill bought in Connecticut need some major work before they can stay...it. However, once they fix the place, it will make a great vacation home.

Translate these Vietnamese sentences into English (*use the appropriate phrasal verbs if possible*)

31. Những người chạy đã xếp hàng để bắt đầu cuộc chạy đua

.....

32. Tại sao John đã tắt máy tính ngày hôm qua?

.....

33. Bạn có để ý hoàn thành bài khảo sát sự hài lòng của khách hàng không?

.....

34. Tôi không hoàn thành bài tập về nhà và giáo viên của tôi đã yêu cầu tôi ra ngoài.

.....

35. Quản lý muốn chúng tôi nộp lại tất cả các bài báo cáo của tháng trước

.....

36. Viên chức chính phủ sẽ đến kiểm tra chất lượng nhà hàng của chúng ta vào cuối tuần này.

.....

37. Một vài người đang lên xe buýt

.....

38. Cô ấy lấy cái áo phòng thí nghiệm ra khỏi móc treo quần áo

.....

39. Cô ấy đang dựa vào bàn để nói chuyện với thầy giáo của cô ấy

.....

40. Bạn có thể lấy thêm một vài tờ giấy in cho máy in không?

.....

Appendix 3 – Test Answer Sheet of Student

+Test taker 5

15. John sends the president up brilliantly. i ✓
 16. The doctors are standing by their claim that they are not at fault. d ✓
 17. The survey pointed out that the unemployment rate was increasing drastically. g ✓
 18. The airline have promised to look into the matter. k ✓
 19. It was a challenging assignment, but i pulled it off. b ✓
 20. David packed in his job in order to transfer to New York with his family. a ✓

- f. To manage to see or understand
 g. To show, indicate
 h. To repeat for practice
 i. To make fun of by imitating
 j. To Keep to an agreement
 k. To Check
 l. Write information

Fill in the blank with most appropriate adverb or preposition!

(across, down, in, into, on, out, over, up)

21. I wake up at 6:00 AM, but I usually roll out of bed until around 6:30, I am not a morning person. ✓
 22. Our car broke down in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived. ✓
 23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow down. ✓
 24. To apply for a driver's license, please fill in this form and proceed to line B for the eye exam. ✓
 25. If you don't pay your rent, your landlord is going to kick you out of apartment. ✓
 26. The environmental activists were standing by the side of the road handing out leaflets to protest the construction of the new beach hotel. ✓
 27. When American students go to their high school proms, they dress up in tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy! ✓
 28. Huong majored in English in the university, but she has forgotten a lot of her vocabulary. She is going to London next summer to visit some old friends and brush up her English. ✓
 29. A thief broke into their house while they were on vacation and stole their television, their

- b) Do through
 (c) Do up ✓
 d) Do in
7. The time has now come when it will be necessary to making a plan.
 (a) See about
 b) See over
 c) See through ✓
 d) See into
8. It's easy to see from the way the garden is looking that winter has
 a) Set out
 (b) Set in ✓
 c) Set up
 d) Set off
9. You don't need to worry that you'll be left on your own because I will always you.
 a) Stand for
 b) Stand to
 (c) Stand by ✓
 d) Stand from
10. You can tell by the way she talks and behaves that she her mother.
 a) Takes to
 (b) Takes in
 c) Takes back ✗
 d) Takes after

Find the synonym/the same meaning of the underlined phrasal verbs!

- | | |
|---|--|
| 11. this printer is <u>playing up</u> again. c ✓ | a. to stop doing something |
| 12. We will be repeating the question later, so you won't <u>miss out</u> e ✓ | b. To manage to succeed |
| 13. I can just <u>make</u> some words <u>out</u> on this page | c. To behave or work badly |
| 14. Would you <u>run over</u> the sequence of events again? h ✓ | d. To have a particular belief |
| | e. To Lose a chance, opportunity to do or have something |

Name: Test taken 5

25/40

Student Number:

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to open a bank account, you have to a form and send it to me

a) Fill up

b) Fill out

☒ c) Fill into ✗

d) Fill over

2. I'm surprised to hear that he will... for my retirement party

a) Turn up

b) Turn in

c) Turn into ✗

☒ d) Turn down

3. Last week I... with the idea about how to work effectively

☒ a) Came up

b) Came into

c) Came across ✗

d) Came by

4. What you have to do is to a new idea that will enable us to acquire that apartment.

a) Think over

b) Think out

c) Think about ✗

☒ d) Think up

5. I need to find out some chemical substances that will the grass in the garden of my house.

a) Keep off

b) Keep out

☒ c) Keep down ✓

d) Keep on

6. When spring comes, the Vietnamese people often have tendency to their houses.

a) Do over

VCR, their microwave, their personal computer and all of their jewelry.

30. The old country house Susan and Bill bought in Connecticut need some major work before they can stay ⁱⁿ it. However, once they fix the place, it will make a great vacation home.

Translate these Vietnamese sentences into English (use the appropriate phrasal verbs if possible)

31. Những người chạy đã xếp hàng để bắt đầu cuộc chạy đua

The runners lined up to start the race. ✓

32. Tại sao John đã tắt máy tính ngày hôm qua?

Why did John turn off the computer yesterday? ✓

33. Bạn có để ý hoàn thành bài khảo sát sự hài lòng của khách hàng không?

Do you care of fulfilling a customer service satisfaction survey? ✗

34. Tôi không hoàn thành bài tập về nhà và giáo viên của tôi đã yêu cầu tôi ra ngoài.

I didn't finish my home work and ~~he~~ my teacher ask me to buggen off ✗

35. Quản lý muốn chúng tôi nộp lại tất cả các bài báo cáo của tháng trước

The manager want us to hand in all of the last month reports ✓

36. Viên chức chính phủ sẽ đến kiểm tra chất lượng nhà hàng của chúng ta vào cuối tuần này.

Government employee will look over the quality of our restaurant at the end of week ✗

37. Một vài người đang lên xe buýt

Some people are getting on the bus. ✓

38. Cô ấy lấy cái áo phòng thí nghiệm ra khỏi móc treo quần áo

She has taken the blouse out of the hanger. ✓

39. Cô ấy đang dựa vào bàn để nói chuyện với thầy giáo của cô ấy

✗

40. Bạn có thể lấy thêm một vài tờ giấy in cho máy in không?

Can you take some paper into the printer ✗

+ Test taker 9:

(b) Do through

(c) Do up ✗

d) Do in

7. The time has now come when it will be necessary to making a plan.

a) See about

b) See over

c) See through ✗

(d) See into

8. It's easy to see from the way the garden is looking that winter has

a) Set out

b) Set in ✗

(c) Set up

d) Set off

9. You don't need to worry that you'll be left on your own because I will always you.

a) Stand for

b) Stand to

(c) Stand by ✓

d) Stand from

10. You can tell by the way she talks and behaves that she her mother.

(a) Takes to

b) Takes in

c) Takes back ✗

d) Takes after

Find the synonym/the same meaning of the underlined phrasal verbs!

11. this printer is playing up again. ✗

12. We will be repeating the question later,

so you won't miss out ✗

13. I can just make some words out on this page ✗

14. Would you run over the sequence of events again? ✗

a. to stop doing something

b. To manage to succeed

c. To behave or work badly

d. To have a particular belief

e. To Lose a chance,
opportunity to do or have
something

Name: Test taken 9.

16/40

Student Number:

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to open a bank account, you have to a form and send it to me

- a) Fill up
- ☒ b) Fill out
- ☒ c) Fill into ✗
- d) Fill over

2. I'm surprised to hear that he will... for my retirement party

- a) Turn up
- b) Turn in
- c) Turn into ✗
- ☒ d) Turn down

3. Last week I... with the idea about how to work effectively

- ☒ a) Came up
- b) Came into ✓
- c) Came across
- d) Came by

4. What you have to do is to a new idea that will enable us to acquire that apartment.

- a) Think over
- b) Think out
- ☒ c) Think about ✓
- d) Think up

5. I need to find out some chemical substances that will the grass in the garden of my house.

- a) Keep off
- b) Keep out
- c) Keep down ✗
- ☒ d) Keep on

6. When spring comes, the Vietnamese people often have tendency to their houses.

- a) Do over

15. John sends the president up brilliantly a ✓
 16. The doctors are standing by their claim that they are not at fault c ✓
 17. The survey pointed out that the unemployment rate was increasing drastically h ✓
 18. The airline have promised to look into the matter. d ✓
 19. It was a challenging assignment, but I pulled it off. i ✓
 20. David packed in his job in order to transfer to New York with his family j ✓

- f. To manage to see or understand
 g. To show, indicate
 h. To repeat for practice
 i. To make fun of by imitating
 j. To Keep to an agreement
 k. To Check
 l. Write information

Fill in the blank with most appropriate adverb or preposition!

(across, down, in, into, on, out, over, up)

21. I wake... up ✓ at 6:00 AM, but I usually roll out of bed until around 6:30, I am not a morning person.
 22. Our car broke... down ✓ in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.
 23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow. down ✓
 24. To apply for a driver's license, please fill... into ✓ this form and proceed to line B for the eye exam.
 25. If you don't pay your rent, your landlord is going to kick you... out ✓ of apartment
 26. The environmental activists were standing by the side of the road handing... over ✓ leaflets to protest the construction of the new beach hotel.
 27. When American students go to their high school proms, they dress... up ✓ tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!
 28. Huong majored in English in the university, but she has forgotten a lot of her vocabulary. She is going to London next summer to visit some old friends and brush... up ✓ her English.
 29. A thief broke... in ✓ their house while they were on vacation and stole their television, their

VCR, their microwave, their personal computer and all of their jewelry.

30. The old country house Susan and Bill bought in Connecticut need some major work before they can stay...it. However, once they fix the place, it will make a great vacation home.

Translate these Vietnamese sentences into English (use the appropriate phrasal verbs if possible)

31. Những người chạy đã xếp hàng để bắt đầu cuộc chạy đua

..... The runners line up to start the competition. ✓

32. Tại sao John đã tắt máy tính ngày hôm qua?

..... Why did John turn off the computer yesterday? ✓

33. Bạn có để ý hoàn thành bài khảo sát sự hài lòng của khách hàng không?

..... Do you pay attention to fulfill customer service satisfaction survey? ✓

34. Tôi không hoàn thành bài tập về nhà và giáo viên của tôi đã yêu cầu tôi ra ngoài.

..... I didn't my exercise and my teacher request me to get out. ✓

35. Quản lý muốn chúng tôi nộp lại tất cả các bài báo cáo của tháng trước

..... Manager want us to turn in all of last month's report. ✓

36. Viên chức chính phủ sẽ đến kiểm tra chất lượng nhà hàng của chúng ta vào cuối tuần này.

..... Government employee come to look up the quality of our restaurant. ✓

37. Một vài người đang lên xe buýt

..... Some people is boarding the bus. ✓

38. Cô ấy lấy cái áo phòng thí nghiệm ra khỏi móc treo quần áo

..... She take blouse out of the hanger. ✓

39. Cô ấy đang dựa vào bàn để nói chuyện với thầy giáo của cô ấy

..... She leans on the table to talk with her teacher. ✓

40. Bạn có thể lấy thêm một vài tờ giấy in cho máy in không?

..... Can you pick up more paper for printer? ✓

+ Test taker 3:

15. John <u>sends</u> the president <u>up</u> brilliantly	f. To manage to see or understand 18 ✗
16. The doctors are <u>standing</u> by their claim that they are not at fault	g. To show, indicate 13 ✗
17. The survey <u>pointed out</u> that the unemployment rate was increasing drastically	h. To repeat for practice
18. The airline have promised to <u>look into</u> the matter.	i. To make fun of by 14 ✗ imitating
19. It was a challenging assignment, but i <u>pulled it off</u> .	j. To Keep to an agreement 15 ✗
20. David <u>packed in</u> his job in order to transfer to New York with his family	k. To Check 19 ✗
	l. Write information

Fill in the blank with most appropriate adverb or preposition!

(across, down, in, into, on, out, over, up)

21. I wake up at 6:00 AM, but I usually roll out of bed until around 6:30, I am not a morning person. ✓
22. Our car broke down in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived. ✓
23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow down.
24. To apply for a driver's license, please fill up this form and proceed to line B ✗ for the eye exam.
25. If you don't pay your rent, your landlord is going to kick you... out of apartment ✓
26. The environmental activists were standing by the side of the road handing... leaflets to protest the construction of the new beach hotel. ✗ into
27. When American students go to their high school proms, they dress... up tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy! ✓
28. Huong majored in English in the university, but she has forgotten a lot of her vocabulary. She is going to London next summer to visit some old friends and brush... her English. ✓ up
29. A thief broke... into their house while they were on vacation and stole their television, their

Name: test taker 3

17/40

Student Number:

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to open a bank account, you have to a form and send it to me

a) Fill up

b) Fill out

☒ c) Fill into ✗

d) Fill over

2. I'm surprised to hear that he will... for my retirement party

a) Turn up

b) Turn in

c) Turn into

☒ d) Turn down ✗

3. Last week I... with the idea about how to work effectively

☒ a) Came up

b) Came into

c) Came across ✓

d) Came by

4. What you have to do is to a new idea that will enable us to acquire that apartment.

a) Think over

b) Think out

☒ c) Think about ✓

d) Think up

5. I need to find out some chemical substances that will the grass in the garden of my house.

a) Keep off

b) Keep out

c) Keep down ✗

☒ d) Keep on

6. When spring comes, the Vietnamese people often have tendency to their houses.

a) Do over

VCR, their microwave, their personal computer and all of their jewelry. ✓

30. The old country house Susan and Bill bought in Connecticut need some major work before they can stay...it. However, once they fix the place, it will make a great vacation home. ✗
into

Translate these Vietnamese sentences into English (use the appropriate phrasal verbs if possible)

31. Những người chạy đã xếp hàng để bắt đầu cuộc chạy đua

Runners ~~waiting~~ in line to start competition. ✗

32. Tại sao John đã tắt máy tính ngày hôm qua?

Why did John turn off the computer yesterday? ✓

33. Bạn có để ý hoàn thành bài khảo sát sự hài lòng của khách hàng không?

Do you mind to complete customer satisfaction survey? ✗

34. Tôi không hoàn thành bài tập về nhà và giáo viên của tôi đã yêu cầu tôi ra ngoài.

I don't complete my homework and my teacher requested me to bugger off. ✗
bugger off

35. Quản lý muốn chúng tôi nộp lại tất cả các bài báo cáo của tháng trước

The manager would like us to submit the reports of previous month. ✗

36. Viên chức chính phủ sẽ đến kiểm tra chất lượng nhà hàng của chúng ta vào cuối tuần này.

Government official will look over quality of our restaurant at this weekend. ✗
weekend

37. Một vài người đang lên xe buýt

Some people are getting on the bus. ✓

38. Cô ấy lấy cái áo phòng thí nghiệm ra khỏi móc treo quần áo

She pick lab coat out of hanger (hook). ✗

39. Cô ấy đang dựa vào bàn để nói chuyện với thầy giáo của cô ấy

She is leaning against to talk with her teacher. ✗

40. Bạn có thể lấy thêm một vài tờ giấy in cho máy in không?

Can you ~~to~~ get more sheet of paper for the printer? ✗

b) Do through

☒ c) Do up ✓

d) Do in

7. The time has now come when it will be necessary to making a plan.

☒ a) See about

b) See over ✓

c) See through

d) See into

8. It's easy to see from the way the garden is looking that winter has

a) Set out

b) Set in

c) Set up ✓

☒ d) Set off

9. You don't need to worry that you'll be left on your own because I will always you.

a) Stand for

b) Stand to

c) Stand by ✗

☒ d) Stand from

10. You can tell by the way she talks and behaves that she her mother.

a) Takes to

b) Takes in

c) Takes back ✓

☒ d) Takes after

Find the synonym/the same meaning of the underlined phrasal verbs!

11. this printer is playing up again.

a. to stop doing something 19 ✗

12. We will be repeating the question later,
so you won't miss out

b. To manage to succeed 20 ✗

13. I can just make some words out on this
page

c. To behave or work badly 11 ✓

14. Would you run over the sequence of
events again?

d. To have a particular belief 16 ✓

e. To Lose a chance,
opportunity to do or have
something 12 ✓