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**THE RELATION BETWEEN LEXICO-
SEMANTIC GROUPS AND MODES OF
ACTION (ON THE MATERIAL OF PHRASAL
VERBS WITH THE POSTVERB UP)**

BACHELOR THESIS

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INTRODUCTION

Being rich and diverse English phrasal verbs have long been of interest within different linguists and various theoretical frameworks. The term “phrasal verb”, as one of the classes of verbs, is mostly used among many scholars, though, in linguistics there are many other terms such as “separable verb” (Francis 1958), “two-word verb” (Taha 1960, Meyer 1975), “verb-particle combinations” (Fraser 1974) and others. In view of this, the complex structure of these constructions is still widely argued and discussed.

The subject matter of phrasal verbs is a complex linguistic phenomenon. It raises a great number of theoretical issues. One of them is the linguistic status of English verbs including their essential elements – postverbs. Consisting of a verb and the second component of the type *about, across, back, down, out, over, under, up* etc phrasal verbs have been variously treated: as postpositives, particles, adverbial particles, postverbs and others. Another frequently discussed matter is the derivational aspect of verbs with postverbs from the point of view of the word-formation theory.

The English postverb *up* has been chosen for our research due to the fact that among different phrasal verbs, verbs with the postverb *up* are mostly found in various styles of texts and are of wide range of derivational meanings.

In this work the second element of phrasal verbs (e.g. *split up, hitch up, clear up*) is termed as the postverb. They are viewed as derived from base verbs with the opposition with the latter in order to find distinctive features between base verb and derivative.

In this paper the following abbreviations will be used:

V – verb,

Pv – postverb,

Vpv(-s) – verb(s) with postverb(s),

Vup(-s) – verb(s) with the postverb *up*,

LSG – lexico-semantic group,

MA(-s) – mode(s) of action,

DF – definition formula.

The aim of the work is to investigate the relation between the formation of lexico-semantic groups and modes of action on the basis of English phrasal verbs with the postverb *up*.

To achieve this aim the following **objectives** have been set:

1. To define the linguistic status of Vpv-s in terms of parts of speech.
2. To determine the place of Vup-s in the derivational system of the English verb.
3. To provide the theoretical background of the semantic category of aspectuality and lexico-semantic groups.
4. To classify phrasal verbs with the postverb *up* into terminative / durative, modes of action and lexico-semantic groups.
5. To reveal systematic links between various modes of actions and lexico-semantic groups.
6. To make distinction between modes of action and lexico-semantic groups on the basis of Vup-s.
7. To present the statistical – analytical analysis of the accumulated empirical data.

Relevance of the work. The theories of verbs with the postverb *up* have been widely analyzed by many foreign linguists and grammarians, such as Lipka (1972), Meyer (1975), Quirk et al. (1985), Gorlach (2004), Mair et al. (2007) etc, as well as the Lithuanian linguist Klijūnaitė (2000/2004) and others. Many works have been written about linguistic status and derivational system of phrasal verbs, but a little attention has been paid on the category of terminativeness / durativeness and the meanings of modes of action as well as the relations between different lexico-semantic groups. Therefore, these require further detailed analysis and our research is necessary, beneficial and interesting.

Research data. For the purpose of the investigation 115 verbs with the postverb *up*, their definitions and examples have been selected from *Longman Phrasal Verbs Dictionary* (2000), *Longman Active Study Dictionary* (2004), *Oxford Dictionary of Phrasal Verbs* (1997),

Cambridge International Dictionary of Phrasal Verbs (1997) and *Oxford Advanced Learner's Dictionary: of Current English* (2001).

Research methods:

1. Descriptive method helps to present theoretical background.
2. Componential analysis is used for the classifications of phrasal verbs with the postverb *up* into lexico-semantic groups and modes of action with their further subdivisions into subgroups.
3. Analytic method provides with the opportunities to analyze the specific examples.
4. Oppositional method helps to distinguish Vup-s from their base.
5. Statistic method is also used in the work with the aim of determining the frequency of phrasal verbs.

The structure of the work. The work consists of an introduction, the theoretical part, the practical part, conclusions, bibliography, a list of dictionaries, websites and sources. The introduction presents the aims, the objectives and the methods of the investigation. The main body of the work investigates theoretical aspects of the investigation of phrasal verbs. The second section of the research deals with aspectual characteristics of phrasal verbs with the postverb *up*. The relation between lexico-semantic groups and modes of action is thoroughly discussed. In the part of statistical analysis pie charts are provided to illustrate and generalize our work – the relation between lexico-semantic groups and modes of action (on the material of phrasal verbs with the postverb *up*).

Practical value of the work. We assume that our research and the data collected for it might be used in the course of lexicology, word formation and semantics of the English language.

A survey of theoretical issues necessary for the analysis is presented below.

I. THEORETICAL ASPECTS OF THE INVESTIGATION OF PHRASAL VERBS

1.1. Linguistic Status of English Phrasal Verbs

The status of English phrasal verbs is a complex linguistic phenomenon. Numerous assumptions of those dominant elements of English have been dissected and treated by different scholars from various standpoints. Although many foreign and Lithuanian linguists have drawn attention on them for a long time, still linguistic status is one of the most argued questions in Modern English as it is difficult to analyze and describe phrasal verbs entirely because of their polysemy.

In the English language the name for the class of verbs, traditionally labelled as “phrasal verbs”, is contentious because various scholars approach them from different points of view. *Longman Phrasal Verbs Dictionary* (2000) defines a phrasal verb as “a verb that consists of two or three words” while Lipka (1972) uses the term “verb-particle construction”. Despite different definitions, phrasal verbs are a key part of the English language. Mair et al. (2007:15) observe that “among certain definitions, such as “separable verb” (Francis 1958), “two-word verb” (Taha 1960, Meyer 1975), and “verb-particle combinations” (Fraser 1974), the term “phrasal verb” “appears <...> to be the winning term” (McArthur 1989:38)”.

In regard to the incoherence of terminology, a further problem of linguistic status of phrasal verbs occurs. Quirk et al. (1985) divide multi-word verbs into “phrasal verbs”, “prepositional verbs” and “phrasal-prepositional verbs”. All of them form a syntactic or lexical unit functioning, i.e. a single lexical verb. These multi-word verbs are comprised of a verb and one or two additional elements, called particles.

Moreover, many phrasal verb dictionaries, such as *Oxford Dictionary of Phrasal Verbs* (1993), *Chambers Dictionary of Phrasal Verbs* (1996) and *Cambridge International Dictionary of Phrasal Verbs* (1997), deal with not only phrasal verbs ‘proper’ (see Quirk et al. 1985), but also with prepositional verbs. On the one hand, these verbs can be treated with a specified preposition (e.g. *depend on*). On the other hand, they may constitute phrasal-prepositional verbs (e.g. *take up with*).

Despite these combinations, *Longman Phrasal Verbs Dictionary* (2000:xi) adds two more types of phrasal verbs:

1. phrasal verbs which always have ‘it’ as their object (e.g. *hit it off*, *slug it out*)¹;
2. reflexive phrasal verbs, where the object is always ‘myself’, ‘yourself’ etc (e.g. *pride yourself on*, *lend itself to*)².

Bearing in mind above presented variously termed phrasal verbs we can state that phrasal verbs consist of a verb and the second component of the type such as *about*, *across*, *away*, *back*, *by*, *down*, *in*, *off*, *on*, *out*, *over*, *through*, *under*, *up* etc. For them, in linguistics, various terms are provided such as particles, postpositives, postverbs, adverbial particles, poslelogs and others. The term “postverb” is applied for emphasizing the second element of phrasal verb. For example, phrasal verb *whipped up* means ‘to mix cream or the clear part of an egg very hard until it becomes stiff’ (cf. *whip* ‘a long thin piece of rope or leather with a handle, used for making animals move faster or for hitting people as a punishment’)³.

None the less, phrasal verbs are essential elements of the language of English. In this respect, phrasal verbs may be regarded as “a productive complex way of coining new words in English” Bolinger (1971:xii) cited Gorfach (2004:22-23). Bolinger also asserts that a phrasal verb is “a lexical unit in the strict sense of a non-additive compound or derivate, one that has a set meaning which is not the sum of the meaning of its parts” (ibid).

Despite the fact that there are many different definitions of phrasal verbs, they are a peculiar element of everyday English. One can notice them in various contexts. For instance, they can appear in songs such as Queen’s ‘*You Take My Breath Away*’; in recipes, e.g. *stir up four eggs or roll out dough using floured rolling pin* as well as in the Bible, e.g. “<... > a river flowed out of Eden to water the garden, <...>” (<http://www.gnpcb.org/esv/search/?q=Genesis+2>).

^{1 2} The examples are taken from *Longman Phrasal Verbs Dictionary* (2000:xi).

³ *Longman Active Study Dictionary*, 2004.

Bearing in mind the main approaches discussed and exemplified above we may presume that postverbs are viewed as derived from base verb and its second component – as word building units. The meaning of Vpv-s cannot be derived from the separate meanings of the verb and the postverb because the shift in meaning is individual.

It is worth mentioning that the shift in meaning can be either regular or irregular. In the first case the semantic relation with the base verb is not lost. However, phrasal verbs can change their lexical meaning of the main verb when taken in combinations with adverbs, prepositions, postverbs etc. For example, in the sentence *We can **put** you **up** for the night* the phrasal verb *put up* means ‘to let someone stay in your house for a short time’⁴ cf. *put* ‘to move something to or into a place or position’, as in the sentence *Just **put** the bags on the table*⁵. Therefore, in this case the shift in meaning is irregular, i.e. the semantic relation with the base is completely lost.

In addition, Vpv-s with the figurative shift of the meaning are metaphoric because of two derivational processes: word building, i.e. adding the postverb to the base, and semantic motivation. In the first case verbs with postverbs are derived with the direct meaning (e.g. *sew* → *sew up₁* (clothes)), while in the second one an additional or secondary change of meaning appears (e.g. *sew up₂* (a business agreement)). This change does not rely on the adding of the postverb *up*, but occurs on the grounds of the derivative *sew up₁* (clothes) (Klijūnaitė 2000:47).

Semantic motivation of verbs with postverbs is transferred and figurative change of meaning is based on metaphor or metonymy. Metaphoric Vpv-s occur on the grounds of similarity, e.g. *eat* → *eat up₁* (meal) → *eat up₂* (words) while metonymic ones appear on the basis of contiguity, e.g. *stir* → *stir up* (a cocktail).

To conclude, our work will include both mentioned types of Vpv-s: metaphoric and metonymic which have been encountered among verbs with the postverb *up* picked up for this analysis.

Having already reviewed the status of English phrasal verbs, it is essential to focus our attention on the derivational system of the English Vpv-s which will be adopted for further analysis in the following chapter.

1.2. Phrasal Verbs in the Derivational Aspect

The greatest part of English vocabulary asserts by making new lexemes out of old ones (Crystal 2005:128). The importance of word formation (cf. derivation) to the development of the

^{54 5} The definitions and examples are taken from *Longman Active Study Dictionary*, 2004.

lexicon is the essential matter. Affixation, conversion and compounding are three major types of derivation (see Figure 1).

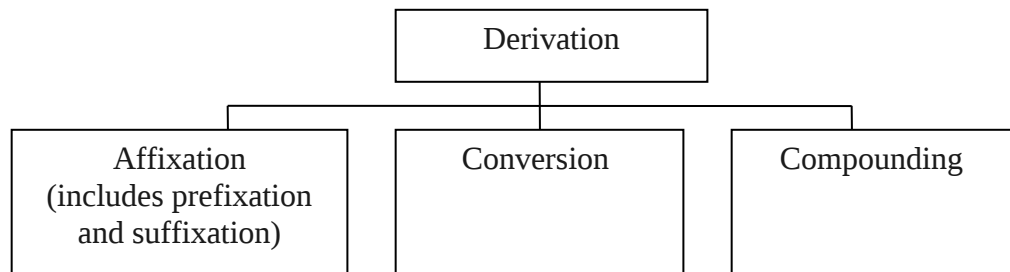


Figure 1. Derivational system of the English verb.

Besides these three types of derivation there could also be distinguished the fourth - analytic, which implies the derivation of verbs by the implications of postverbs. The indicated pattern of this type is the following: verb + postverb → phrasal verb, including a great number of common features of derivation of verbs, particularly with prefixes. “Both postverbs and prefixes originate from locative adverbs <...>”(Anichkov (1961) as referred to by Klijūnaitė (2000:37)). Also the valency of the verb and its lexical combinability may be changed and they both “can mark the change of the meaning of the verb, <...>” (ibid). For example, the meaning of *carry out* (=do) in the sentence *Scientists carried out an experiment* is not related either to the normal meaning of *carry* or the meaning of *out* (*Longman Phrasal Verbs Dictionary*, 2000).

Bearing in mind the differences between postverbs and prefixes we may presume that they are formal. To quote Klijūnaitė (2000:38), “<...> prefixes and suffixes are bound morphemes in a word and postverbs as functional equivalents of prefixes are free morphemes maintaining their separateness and allowing the insertion of another word between the V-pv sequence <...>”.

Concerned to be scientific, verbs with postverbs are treated as derivational units from word-formation aspect. First of all, the subject matter of phrasal verbs is very complicated while denoting formation of Vpv-s. Because of this reason, it is important to become acquainted with it - there occurs two terms: “**base verb**” (i.e. the main word from which other words are derived) and “**derivative**” (i.e. the derived word). Verbs with the postverb *up* may exhibit or explicit a number of different meanings (i.e. they cause the shift in meaning), e.g. *cook* → *cook up* (a meal). Klijūnaitė (2000) observes that in English it is more appropriate to use the term “base” or “derivational base” instead of “stem” due to the fact that “the derivational relation exists between

words – the base and the derivative” (ibid, 40). Only the base takes grammatical forms in all phrasal verbs and, therefore, its formal independence is retained, e.g. *She knitted up a scarf – She has knitted up a scarf – She had knitted up a scarf*.

Many scholars have been studied the derivational meaning of verbs with postverbs. Vpv-s have their particular formal structure, which identifies their unique and basis. Therefore, two derivational patterns can be distinguished: the morphological (formal) derivation and simultaneously occurring one (cf. *burn → burn out, hurry → hurry out*)⁶. In addition, two-stage derivation is divided into formal and semantic. The derivative varies from the base form in category or category content.

Furthermore, according to Klijūnaitė (2000:41-42), the derivational implications of verbs with postverbs can change in the following ways:

1. the composition of the meanings of the base verb and the postverb. The meaning occurs directly in a pattern verb + postverb, e.g. *fall → fall down*;
2. shift in meaning of the base verb in accordance with regular structures as in the opposition *gobble → gobble up* ‘to use sth very quickly’⁷;
3. transformation of the meaning of the base in accordance with individual and irregular pattern, e.g. *put → put up*⁸.

To conclude, the main derivational patterns of verb + postverb combinations and the changes in their meaning have been discussed and analyzed in this section of the paper. It is worth mentioning that Vpv-s are regarded as derivational units as the meaning of them occurs in the relation between the base verb and the postverb. In conformity with the above presented information, the further chapter provides semantic features of verbs with postverbs.

1.3. Semantic Level of the Analysis of Phrasal Verbs

Taking into account the alterations in the lexical meaning and its aspectual characteristics of Vpv-s on the basis of their derivational aspect, it is essential to characterize them and discuss their abstract meanings of terminativeness / durativeness and modes of action. Therefore, in this

⁶ The examples are taken from Klijūnaitė, I., 2000. *Linguistic Status of English Phrasal Verbs*. pp. 41.

⁷ *Longman Phrasal Verbs Dictionary*, 2000.

⁸ Refer back to 1.1. *Linguistic Status of English Phrasal Verbs*. pp. 7-8.

section we will deal with the semantic level of phrasal verbs with the postverb *up* in terms of these concepts which will be used in the investigation of the material.

1.3.1. Lexical Meaning of Verbs

Lexical meaning is defined as “any aspect of meaning that is explained as part of a lexical entry for an individual unit” (<http://www.highbeam.com/doc/1O36-lexicalmeaning.html>). It is also known as the meaning of a base morpheme.

The lexical meaning of the postverb *up* is the meaning of direction ‘to or in an upright direction’ (*Oxford Advanced Learner’s Encyclopedic Dictionary*, 1995).

The analysis of Vup-s in the plane of the lexical meaning is conducted in two stages:

1. the explication of the relation of Vup-s with their base verb according to this feature;
2. their classification according to the degree of similarity into LSG.

In linguistics scholars consider lexis as a system, the elements of which could be united into groups of different types and scope. Therefore, the concept of “lexico-semantic group” (LSG) appears. Barauskaitė (1987:12) distinguishes various terms such as “semantic field”, “thematic groups”, “semantic groups”, “lexico-semantic groups” and others.

For the first time the term “semantic field” (cf. “Bedeutungsfeld”) was used by a German scholar G. Ipsen in 1924. It referred to a group of sememes of general etymology. Afterwards this term was defined more precisely by foreign linguists such as Porzig (1928), Jolles (1934), Brinton (2000) as well as Lithuanian scholars such as Jakaitienė (1980/1988), Gudavičius (1994) and others. Brinton defines “semantic field” as “a segment of reality symbolized by a set of related words. The words in a semantic field share a common semantic property” (Brinton 2000:112).

Lexico-semantic groups are subsystems of semantic fields. LSG-s are groups of sememes related according to the similarity of their lexical meaning (cf. paradigmatic and syntagmatic relations of sememes). Both relations are aimed to determine the structural meaning (sense) of sememes in order to group sememes into LSG.

Sketching in, linguists divide sememes into semes while analyzing systematic relations between sememes. Scholars use relative definition formula (DF) in order to reflect structural or semantic similarity of sememes. This way also compares definitions of the sememes under analysis. For example, the DF of the sememes *seal up* ‘to fasten or block something so that nothing can get in or out’⁹, *clog up* ‘if something such as a road or tube clogs up, or something clogs it up, it becomes blocked and nothing in it is able to move’¹⁰, *lock up* ‘to lock all the doors and windows of a building that no one can get in’¹¹ is X blocks Y.

For larger scope and variety, LSG are divided into smaller units: subgroups, lexical groups and synonymic groups of sememes. This division reflects the hierarchy of lexical meanings¹². Lexical groups include sememes, which, though united by a common semantic component (archiseme), are still not as close to each other in their meanings as those of synonymic groups. For instance, the sememes *freeze up*, *firm up* and *stiffen up*¹³ have common meaning ‘to cause to become tougher’ and, therefore, belong to the same lexical, but not synonymic group.

The object of analysis in our paper will be above mentioned smaller units of LSG. It is worth mentioning that more attention will be paid on large subgroups and small lexical groups rather than synonymic groups of sememes among Vup-s due to the fact that synonymic groups represent the lowest level of the structure of LSG.

To sum up, subsystems of semantic fields are lexico-semantic groups. LSG-s are such groups of sememes which are formed in relations between paradigmatic and syntagmatic relations.

1.3.2. Aspectuality

As verbs are prevailing in nearly all the languages of the world (Allerton 1982:I, Lyons 1977:429), their semantic characteristics have interested many linguists who generally focus on the category of aspectuality of verbs. It encompasses both grammatical category of aspect and characteristics of the lexical levels of the language. However, terminology in treatments of aspect

⁹ Phrasal verb and its definition are taken from *Longman Phrasal Verbs Dictionary*, 2000.

^{10 11} *Longman Phrasal Verbs Dictionary*, 2000.

¹² This hierarchical structure in the aspect of lexical meanings will be discussed in section 1.3.3.

¹³ The examples are taken from Klijūnaitė, I., 2004. *Field Structures in the Lexico-semantic System of Language (on the Material of Phrasal Verbs)*, pp. 22.

is not commonly accepted. Although different scholars apply different conceptions to the same concept, the same term is often used to refer to different concepts (Comrie 1976:6,11).

The verb is a part of speech indicating a course of time in the wide meaning of the word. The category of aspect in the English language is concerned with “the internal character of the process denoted by the verb <...>” (Buitkienė, Valeika 2003:84). The process can be either durative (i.e. considered as being in progress) or non-durative (i.e. considered as completed).

Traditionally, the aspect of the verb is considered as the core of the category of aspectuality. Therefore, the semantic properties of the verb are related to valency with other parts of the sentence.

There also occurs a difference between the category of aspect in the English language and Lithuanian as well as Slavic languages. For example, “veikslas” in Lithuanian and “вид” in Russian result from affixation, as illustrated with the following:

daryti (imperfective¹⁴) – *padaryti* (perfective¹⁵)

писать (imperfective) – *написать* (perfective)

In regard, it is essential to point out that in the English language such category of aspect does not exist at all.

Semantic theories of aspect have focused on necessity to distinguish the differences between telic and atelic interpretations. Husband (2010:54-60) defines “telicity” as terminative events and “atelicity” – durative ones. In this respect, aspectual characteristics of the lexical meaning of the verb in the English language appear. This includes three main components of the category of aspectuality: terminativeness / durativeness and modes of action. For them, a theoretical framework must be provided in the following sections.

1.3.2.1. Terminativeness / Durativeness

Aspectual characters of verbs are known as terminativeness and durativeness. According to the semantic category of aspectuality, each verb is defined as terminative or durative. Thus, linguistic events can either last for any length of time or have an inherent end point.

The term “terminativeness” defines the event which has a natural end, viz. the action reaches its destination and has a completion. In the meaning of durative verbs, on the contrary, there is no perfection.

¹⁴ The imperfective aspect denotes the action which is in progress and does not reach any limits.

¹⁵ Perfective indicates a completed action.

The difference between the telic and atelic character of the verb can be made more explicit by the comparison of the verbs *to explode* and *to sleep*. Consider the following examples:

1. *The bomb **exploded** in ten minutes*¹⁶ (telic),
2. *John **slept** in eight hours*¹⁷ (atelic).

In the first sentence the verb *exploded* illustrates no continuation of the action – it is finished, while *slept* (in the second sentence) has no inherent limits and can last very long.

In addition, a telic situation is as one that “involves a process that leads up to a well-defined terminal point, beyond which the process cannot continue” (Comrie 1976:45). “(A)telicity has to do with whether or not a situation is described as having an inherent or intended endpoint” (Depraetere, 1995:2-3).

Due to differentiation between terminative and durative English verbs, it is necessary to present Vendler’s (1957/1967) classification of verbs. He distinguishes four classes in order to study how an action proceeds in time. These are as follows:

1. **Accomplishments** (e.g. *run a mile, walk to the car, recite a poem, grow up, reach the top, paint a picture, write a letter etc*);
2. **Activities** (e.g. *push a cart, breathe, pet a cat, smile, run, walk, laugh, talk etc*);
3. **Achievements** (e.g. *recognize, realize, spot, identify, lose, find, cross the border, start, stop, resume, be born, die etc*);
4. **States** (e.g. *want, believe, own, resemble, be in New York, know, hate, enjoy, understand, love etc*). (ibid)

As pointed Vendler in (1967:99), only two first classes, i.e. accomplishments and activities have the continuous form (cf. sentences 1 and 2), and stated that activities and states can not receive an end point interpretation indicated by the phrases of the type “*in X hours*” (cf. sentences 3 and 4):

1. *I **am painting** a picture* (Accomplishment),
2. * *I **am loving** my mother*¹⁸ (State),
3. *I **realized** the seriousness of the situation in three hours* (Achievement),
4. * *I **breathe** in two hours* (Activity).

¹⁶ ¹⁷ AN – Non-definite Themes. [Accessed on 21 April, 2011]

¹⁷http://eyelab.msu.edu/people/matt/Husband_Stockall_Beretta_ms_VP-internal_event_composition.pdf.

¹⁸ The sign * will be used in the paper to indicate sentences/constructions which are incorrect and are not used in the language.

On the other hand, Dowty (1977/1979) and Mourelatos (1978) claim that many achievement verbs in Vendler's list can appear in the progressive, as illustrated with the sentence *He is reaching the top*.

Despite many treatments of states, Vendler applies the criterion essence of which "states last for a period of time" (1967:103), but "can not be qualified as actions at all" (ibid, 106).

It should be emphasized that terminative verbs are those of accomplishments and achievements, while durative ones denote activities and states.

To conclude, all verbs are defined as terminative or durative. It depends on the presence or absence of a terminal point in their lexical meaning. In the meaning of terminative verbs one may notice that a terminal point appears and the action comes to an end. In the meaning of durative ones the lexical meaning has no restrictions or boundaries. The classification of Vpv-s into terminative and durative will be analyzed in section 2.1. dealing with the semantic functions of the postverb *up*.

There is a further subdivision of both terminative and durative verbs into semantic-derivational groups of verbs – modes of action, which will be described theoretically in the following part of our research.

1.3.2.2. Modes of Action

Bearing in mind above indicated terminate (cf. telic) and durative (cf. atelic) verbs, it is necessary to analyze their semantic-derivational aspect – modes of action.

Modes of action are defined as "certain general features of the lexical meaning of verbs, referring to the flow of action of these verbs in time" (Маслов 1984:6,12).

The English language possesses the term "modes of action" as distinguishing the main features of the lexical meaning of verbs leaving aside grammatical category of aspect.

Dealing with French verbs, the term "Aktionsart"¹⁹ was applied to refer to one of the functions of prefixes in the verbal system of the language. The prefix may "indicate a mode of action (intensive, quantitative, etc.) of the process designated by the verb root <...>" (Hickmann et al. 2006:87).

In addition, mode of action is a diverse and many-sided character which can also be applied in the investigation of the English verbs while treating modes of action as derivational groups of verbal units necessary for our analysis.

¹⁹ "Aktionsart" is a German equivalent of the English term "modes of action" first used by S. Agrel, in 1908.

Numerous derivatives have been selected for our research with the aim to distinguish and classify them into the following modes of action: resultative, completive, distributive, accumulative, ingressive, momentary and stative MA-s. They will be analyzed more thoroughly in section 2.2.

1.3.3. The Hierarchy of Lexical and Aspectual Meanings

It is worth mentioning that division of lexico-semantic groups into smaller units, such as subgroups, lexical groups and synonymic groups of sememes, reflects the hierarchical structure in regard to lexical meanings. Subgroup is the highest level of such division. Lexical group represents a higher level of the structure of LSG, while synonymic group is the lowest one.

In regard to aspectual meanings of verbs, it should be emphasized that English verbs are divided into terminative and durative which are further subdivided into modes of action. Afterwards concrete lexical meanings are indicated.

II. ASPECTUAL CHARACTERISTICS OF PHRASAL VERBS WITH THE POSTVERB UP

2.1. Classification of Phrasal Verbs with the Postverb up into Terminative and Durative

Aspectual characteristics of the lexical meaning of verbs in the English language occur in relation with the terminate (cf. telic) and durative (cf. atelic) characters of verbs.

In this respect, it is important to note that the meaning of terminativeness or durativeness can hinge on the postverb *up* in the following ways:

1. Vup-s can change the durative character of the base verb into terminative, e.g.:
wash → *wash up* (cf.: *Kate washed the car* → *I washed up the plates*).

The first sentence demonstrates duration of an action, i.e. cleaning the car using water, while in the second sentence the phrasal verb *washed up* indicates terminativeness, i.e. the washing did not continue.

Consider the following examples of the pattern:

rust → **rust up** (cf.: *Metal **rusts** → The metal windows of the house **rusted up***),

saw → **saw up** (cf.: *The workmen **sawed** all day → We **sawed** the wood **up** into logs*),

2. The terminative character of the base verb is retained in Vup-s, illustrated with the following V → Vup-s pairs:

dry → **dry up** (cf.: *Put the paint on the table to **dry** → During the drought the river **dried up***),

fetch → **fetch up** (cf.: *She has gone to **fetch** the kids from school → At lunchtime the four of them **fetches up** at the pub*),

close → **close up** (cf.: *She **closed** the gate behind her → We decided to **close up** the house for the winter and go abroad*).

As seen from the patterns presented above, among Vup-s and their bases a terminal point occurs.

3. The durative character of the base is maintained in Vup-s. Both the derivative and the base are durative due to the fact that no terminal point is implied in their lexical meanings. Consider the following opposition:

stick → **stick up** (cf.: *Her arm **stuck** in the window → He was still in his pyjamas, his hair **sticking up** at all angles*).

As one can notice from the opposition given above, there are no differences in meaning between Vup and its base, i.e. they both are with a durative point and the process continue.

To conclude, all verbs are divided into two groups: terminative (telic) verbs and durative (atelic) ones whose lexical meaning can be either developing or accomplished at a certain end point.

In the following part of our work we are aimed to analyze more explicit the following modes of action: resultative, completive, distributive, accumulative, ingressive, momentary and stative MA-s on the material of Vup-s collected for our analysis. All MA-s comprise Vup-s of terminative character, except the stative MA.

2.2. Modes of Action of Phrasal Verbs with the Postverb up

In this section we will deal with the semantic function expressed by aspectual characteristics of the lexical meaning of verbs. Among derivatives (i.e. Vup-s) selected for this research the following modes of action should be considered:

2.2.1. Resultative Mode of Action

The resultative MA possesses Vup-s denoting the achievement of the result of the action. For illustration the following V → Vup-s will be provided:

- (1) **coil** → **coil up** ‘wind or twist something into a series of rings’, as illustrated with the sentence *I helped him **coil up** the rope and put it away* (L₂ 83).
- (2) **ice** → **ice up** ‘if something [e.g. lake, road, window] ices over, it becomes covered with a layer of ice’, as illustrated with the sentence *The car’s window had **iced up** in the freezing cold* (C 150).
- (3) **sweep** → **sweep up** ‘to clean dust and dirt from a floor using a special brush’, e.g. *The barman scowled as he **swept up** the broken glass* (L₂ 523).
- (4) **hunt** → **hunt up** ‘to search for a piece of information or a person until you find them, especially when they are difficult to find’, as in the sentence *Let’s go and **hunt up** Miss Burn and ask her what she thinks* (L₂ 254).
- (5) **mash** → **mash up** ‘to crush food until it is soft and smooth’ (L₂ 327).
- (6) **clean** → **clean up (dirt)** ‘to make a place or person clean and tidy, after they have become very dirty’ (L₂ 78).
- (7) **nail** → **nail up** ‘to fasten a door, window etc with nails, in order to prevent it from being opened’, as illustrated with the sentence *The door of the shed had been **nailed up** and the windows boarded over with plywood* (L₂ 341).
- (8) **grow** ‘to get bigger in size or amount’ (L₁ 330-331) → **grow up** ‘to change from being a child into an adult’ (L₂ 227), cf.:
*Babies **grow** quickly in their first year* (L₁ 331) → *The kids have all **grown up** now and we want to move into a smaller house* (L₂ 227).

- (9) **tidy** → **tidy up** ‘to make a room or a group of things tidy by putting things in the correct place’, as in the sentence *You can watch television when you have **tidied up** your room* (C 315).

The following oppositions are metaphoric:

- (10) **lap** → **lap up₁ (the milk)** → **lap up₂ (the information)**, as in: *Whether there’s a new story about the royal family, the public are always quick to **lap it up*** (L₂ 295).
- (11) **sew** → **sew up₁** ‘to close or repair something by sewing it’ → **sew up₂** ‘to complete a business agreement or plan and get the result you want’ (L₂ 454).

As above presented V → Vup-s pairs show, the postverb *up* expresses the resultative character of the verb, indicating Vup-s of resultative MA. Both terminative and durative bases of the resultative meaning can occur, but the derivatives are always terminative.

2.2.2. Compleitive Mode of Action

Compleitive MA includes Vup-s denoting the completion of the action, i.e. when the result of an action is achieved. In this respect the postverb *up* gives the meaning ‘completely’ to the base. Consider the following examples:

- (12) **finish** → **finish up** ‘to complete the final part of something’, e.g. *The report is due on Wednesday, but I think we might **finish it up** by Sunday night* (L₂ 166).

As seen from the illustrative sentence indicated above, V → Vup pair of compleitive MA demonstrates the greatest extent of the action, e.g. the report might be finished up completely by Sunday night.

Here also belong derivatives from the following oppositions:

- (13) **type** → **type up** ‘to produce a neat or complete copy of something that someone has written by typing it on a computer or a typewriter’, as in the sentence *It was my job to attend all the meetings and to **type up** my notes from them afterwards* (L₂ 572).
- (14) **end** → **end up** ‘to finish completely’, as in the sentence *We always seem to **end up** arguing with each other* (L₂ 149).

However, sometimes the compleitive MA differs from its base by the meaning of negative result implied in the semantics by the postverb *up*, as in the above opposition *end* → *end up* (*in hospital*), e.g. *Soon afterwards she ended up in hospital after a drug overdose* (L₂ 149).

In addition, the postverb *up* adds not only the meaning ‘completely’ to the base but also ‘in one’s final form’, ‘in full’, ‘much/many of’, ‘all of’; ‘stop’ etc, as in the following oppositions:

- (15) **buy** → **buy up** ‘to quickly buy as much as you can of something, especially because there is not a lot available, or because you think you can make money from it’ (L₂ 57).
- (16) **fill** → **fill up** ‘to become full, or to make something become full’, e.g. *We need to **fill up** at the next gas station* (C 97).
- (17) **write** → **write up** ‘to write a report, article etc in its final form, especially using notes that you made earlier’, e.g. *I took notes during the meeting, but I haven’t had a chance to **write them up** yet* (L₂ 601).
- (18) **eat** → **eat up** ‘to eat all of something’, as in the sentence *There is some bacon in the fridge that needs **eating up*** (L₂ 147).
- (19) **gobble** ‘to eat something very quickly’ (L₁ 320) → **gobble up** ‘to eat all of something very quickly and eagerly’ (L₂ 223), cf.:
*She **gobbled** pizza* (L₁ 320) → *I thought I’d made plenty of sandwiches for the picnic, but everyone just **gobbled them up*** (L₂ 223).
- (20) **use** → **use up** ‘to use all of something so that there is none left’, e.g. *We **used up** all our money in the first week of the holiday* (L₂ 573).

Here also belong Vup-s of Completive MA:

- (21) **brick** → **brick up** ‘to put a wall of bricks in the space where a window, door etc is, so that it can not be used any more’, as in the sentence *The house had been empty for years and all the windows had been **bricked up*** (L₂ 40).
- (22) **bind** → **bind up** ‘to wrap a piece of cloth around a wound, in order to stop it bleeding or to protect it’, e.g. *Shelley washed the wound very thoroughly and **bound it up** with a clean dressing* (L₂ 22).
- (23) **freeze** ‘to feel very cold’ (L₁ 298) → **freeze up** ‘if a pipe, lock etc freezes up, it becomes blocked with ice and cannot be used’ (L₂ 180), cf.:
*You will **freeze** if you do not wear a coat* (L₁ 298) → *When I tried to open my car door I found the lock had **frozen up*** (L₂ 180).

The meaning of the completive MA with the postverb *up* can also imply a complete transition of the subject into a new condition or even disappearance of the subject, e.g.:

- (24) **dry** ‘to become dry, or to make something dry’(L₁ 225) → **dry up** ‘to become completely dry on the inside and the outside, or to make something completely dry on the inside and the outside’ (L₂ 143), cf.:

*I hung my towel up to **dry** (L₁ 225) → Most of the lakes in the park have **dried up**, for they rely on the north-east monsoon (L₂ 143).*

To conclude, the postverb *up* can impart a completive MA to the bases which have different meanings such as ‘completely’, ‘all of’, ‘in full’, ‘in one’s final form’ etc. This group of Vup-s denotes the act or process of finishing something, i.e. the state of action is finished or complete.

2.2.3. Distributive Mode of Action

This group of Vup-s of distributive MA has the meaning which expresses the action which consists of separate acts directed to several objects or from several subjects, as seen from the examples of V → Vup-s such as follows:

- (25) **parcel** → **parcel up** ‘to divide something into separate parts, especially an area of land or a large company’, e.g. *The British **parcelled up** Africa with the help of the other Europeans, and straight lines were drawn on maps to represent the borders of countries (L₂ 350).*
- (26) **divvy** → **divvy up** ‘to divide something and share it among two or more people or groups’, as in the sentence *The committee **divvied up** donations equally between Democrats and Republicans (L₂ 130).*
- (27) **choose** → **choose up** ‘to divide a group of people into teams, usually to play a game or sport’, e.g. *We **chose up** different teams, and started a new game (L₂ 75).*
- (28) **divide** → **divide up** ‘to separate something into smaller parts or groups or become separated into two or more different parts’, e.g. *The USA is **divided up** into 50 states (L₂ 130).*
- (29) **slice** → **slice up** ‘to cut meat, bread, vegetables etc into thin flat pieces’, as in: ***Slice up** the onions and add them to the meat (L₂ 474).*
- (30) **split** → **split up** ‘to divide something into different parts or groups, or to separate into different parts or groups’, as in the sentence *This process causes the carbon and oxygen molecules to **split up** (L₂ 489).*

- (31) **hack** → **hack up** ‘to cut something into pieces using a knife or something sharp’, as in the sentence *John used the axe to **hack up** some of the larger pieces of wood, and we carefully built a small campfire* (L₂ 230).
- (32) **carve** → **carve up** ‘to cut cooked meat into pieces’, as in the sentence *Dad **carved up** the turkey* (L₂ 64).
- (33) **grind** → **grind up** ‘to make something solid into a powder, by crushing it’, e.g. *Mad cow disease started when parts of infected sheep were **ground up** and mixed with cattle feed* (L₂ 226).
- (34) **chop** → **chop up (wood)** ‘to cut something, especially food or wood, into smaller pieces’ (L₂ 75).

As seen from the examples given above, Vup-s take objects expressed by both countable and uncountable nouns. This group of phrasal verbs of the distributive MA is also intransitive, i.e. they do not take a direct object and, therefore, the verb with the preposition *up* can not be separated. However, verbs with postverbs of this mode of action can be transitive too, e.g.:

- (35) **cut** → **cut up** ‘to cut something into small pieces, especially food’, e.g. *Dan was in the garden, **cutting wood up** for the fire* (L₂ 117).

To sum up, the English postverb *up* performs the semantic function in order to convey a distributive meaning.

2.2.4. Accumulative Mode of Action

Another group of modes of action is the accumulative MA expressed by the postverb *up*. Contrary to the previous types of modes of action, the accumulative MA is defined by the meaning of consisting of more parts, items, things etc, as illustrated in the following oppositions:

- (36) **add** → **add up** ‘if small amounts or numbers add up, they produce a big total, especially one that is surprisingly big’, as illustrated with the sentence *The number of killed and wounded was starting to **add up**, and the captain refused to risk the lives of any more of his men* (L₂ 4).
- (37) **gather** → **gather up** ‘to collect things from different places in order to take or put them somewhere’, e.g. *She **gathered up** her things and quietly left the office* (L₂ 185).

- (38) **bundle** → **bundle up** ‘to gather or tie a group of things together, especially in order to take them somewhere’, e.g. *Hilary **bundled up** all her old clothes and carried them downstairs* (L₂ 52).

The postverb *up* can be facultative, i.e. the semantics of the base indicates the meaning of distribution. Thus, the postverb *up* is written in brackets. Consider the following opposition:

- (39) **collect** → **collect (up)** ‘to bring together things that are no longer being used’, as in the sentence *Would somebody **collect (up)** all the dirty glasses?* (Ox adv 232).

More derivatives with the postverb *up* to illustrate the accumulative mode of action come from the derivational pairs such as follows:

- (40) **join** → **join up** ‘to connect or fasten things together’, as in the sentence *It’s a puzzle – you have to **join up** the dots to make a picture* (L₂ 264).

- (41) **bag** → **bag up** ‘to put things into plastic or paper bags’, e.g. *You’d better **bag** all this rubbish **up** before you put it in the bin* (L₂ 12).

- (42) **pile** → **pile up** ‘grow in size or number; accumulate’, as illustrated with the sentence *Domestic troubles **piled up** on her* (O 254).

- (43) **store** → **store up** ‘accumulate (supplies etc), e.g. for an emergency’, e.g. *Mother had **stored up** enough food to last through a siege* (O 357).

MA under investigation contains the following metaphoric Vup-s:

- (44) **round** → **round up₁** ‘to find and gather a group of people or animals together’, as in the sentence *Shane and two other cowboys **rounded up** the ponies and drove them into the corral* → **round up₂ (a terrorist)**, e.g. *Police quickly **rounded up** dozens of suspected terrorists and threw them in jail* (L₂ 425).

- (45) **rake** → **rake up₁** ‘to collect things together for a particular purpose, when this is difficult to do’, as in: *Between them they only managed to **rake up** \$50* → **rake up₂ (events)**, e.g. *I don’t want reporters coming here, **raking up** the past* (L₂ 406).

As the analysis of the Vup-s collected for this research has shown, the postverb *up* of the accumulative MA adds two basic meanings ‘gather’ and ‘collect’ to the base in order to make the meanings more explicit.

2.2.5. Ingressive Mode of Action

This group of Vup-s of ingressive MA has the meaning which expresses the beginning of the action, as seen from the examples of V → Vup-s pairs such as follows:

(46) **start** → **start up** ‘if you start up an engine, car, machine etc, or it starts up, it begins to work’, as illustrated with the sentence *Arthur got into the car and started it up without any problems* (L₂ 501).

(47) **crank** → **crank up** ‘to make an engine start working by turning a special handle’, as in the sentence *Joe cranked up the engines, and the plane prepared for take off* (L₂ 108).

In both synonymous pairs illustrated above the ingressive meaning of *start up* and *crank up* indicates the beginning of a particular action ‘begin or start to work’.

The following V → Vup-s pairs have also the meaning of the ingressive MA:

(48) **strike** → **strike up** ‘to start a conversation or friendly relationship with someone’, as in the sentence *At lunch, I struck up a conversation with a physician who sat at our table* (L₂ 515).

(49) **blow** → **blow up** ‘if a storm blows up, it starts’, as in the sentence *They could hear a tremendous storm blowing up as they sat in the tent* (C 16).

Sketching in, the derivatives with the ingressive mode of action can impart the meaning of the action which started once more. Consider the following oppositions:

(50) **flare** → **flare up** ‘suddenly begin to burn more brightly or fiercely’, e.g. *The flames flared up briefly then finally died away* (O 126)

(51) **surge** → **surge up** ‘if an emotion surges up, you suddenly feel it very strongly’, as in the sentence *Rudskov looked around in despair and felt panic surging up inside him, taking his breath away* (L₂ 520).

(52) **come** → **come up** ‘to begin studying at a university’, as illustrated with the sentence *I came up in the autumn of 1953, to study medicine* (L₂ 98).

To conclude, the ingressive character of the action denotes the process of beginning something, i.e. the state of action starts.

2.2.6. Momentary Mode of Action

Momentary MA possesses Vup-s denoting the meaning of the action lasting for a very short time or a moment. For illustration the following V → Vup-s will be provided:

(53) **spring** → **spring up** ‘to stand up suddenly’, e.g. *Major Sanderson sprang up with joy when he heard that his daughter was safe* (L₂ 492).

- (54) **snatch** → **snatch up** ‘to pick something up very quickly and often violently, especially because you feel very angry or excited’, as in the sentence *He **snatched up** the bottle and flung it through the open window* (L₂ 481).
- (55) **shoot** → **shoot up** ‘to increase very quickly and suddenly’, e.g. *Some experts think that house prices will **shoot up** again this year* (L₂ 458).
- (56) **loom** → **loom up** ‘if something looms up, it suddenly appears as a large unclear shape as you come close to it’, as illustrated with the sentence *The city’s skyscrapers **loom up** out of the mist* (L₂ 319).
- (57) **pop** → **pop up (new restaurants)** ‘to appear suddenly in an unexpected way or in unexpected places’ (L₂ 377).
- (58) **magic** → **magic up** ‘to make something appear quickly and without any effort’, e.g. *The program can **magic up** facts on any subject within a couple of minutes* (L₂ 322).
- (59) **jump** → **jump up** ‘to suddenly stand up from a sitting position’, as in the sentence *She **jumped up** and ran to the door* (C 156).

To the type also belong metaphoric Vup-s. Consider the following V → Vup pair:

- (60) **conjure** → **conjure up₁ (a rabbit from a hat)** ‘to make appear by magic’ → **conjure up₂ (a meal)** ‘to quickly create or achieve something very difficult’, as in the sentence *How am I meant to **conjure up** a meal for six with nothing in the fridge?* (C 59).

MA under investigation contains the following metonymic Vup:

- (61) **toss** → **toss up (a coin)** ‘if two people or teams toss up for something, they decide who will do or have something by throwing a coin in the air, and trying to guess which side will be on top when it lands’, as in the sentence *They **tossed up** to see who would play first* (L₂ 557).

As seen from the above metonymic Vup, one may notice that phrasal verb *toss up* stands for the verb with the object – ‘to throw a coin in the air’, but the object ‘a coin’ is omitted.

As it is evident from the examples given above, postverb *up* indicates a sudden or quick action to the basis. This action in Vup-s does not continue in time.

2.2.7. Stative Mode of Action

This group of Vup-s of stative MA is distinguished by a permanent or static meaning of the action. It is steady in respect to the duration of its flow, as illustrated with the following oppositions:

- (62) *prop* → *prop up* ‘to keep something in a particular position by putting something against it or under it’, e.g. *Ralph propped his feet up on the couch* (L₂ 382).
- (63) *stick* → *stick up* ‘if something sticks up, it points upwards or above the surface of something’, e.g. *Gordon was still in his pyjamas, his hair sticking up at all angles* (L₂ 508).

To sum up, stative MA unites derivatives with no terminal point implied in their meaning of Vup-s.

In this part of our research we have analyzed 63 V → Vup-s pairs of different types of modes of action (MA) such as resultative, completive, distributive, accumulative, ingressive, momentary and stative. The distribution of all taken examples is shown in figure 2.

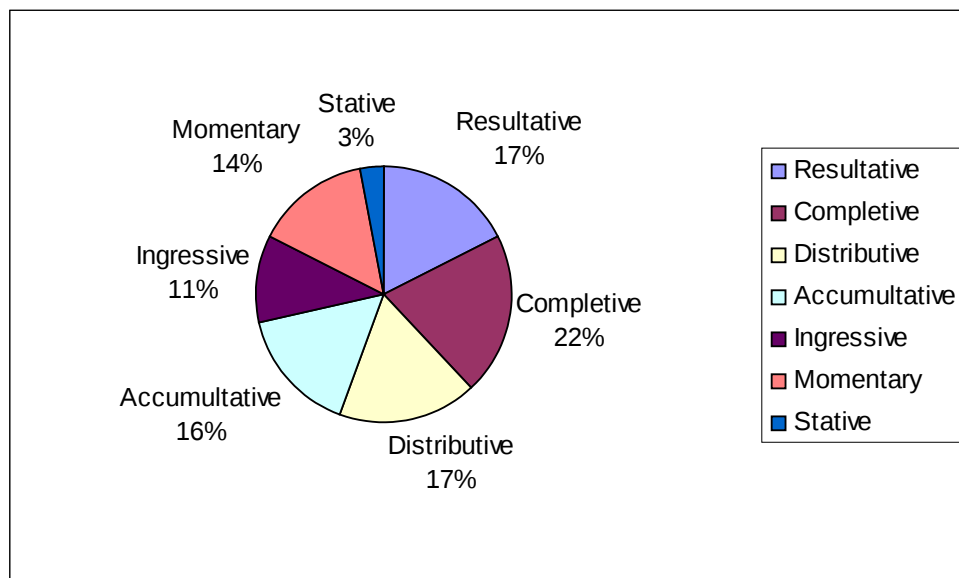


Figure 2. Modes of action denoting Vup-s.

According to this investigation, the most frequent group of MA expressed by the postverb *up* is completive (22%). The postverb *up* is also likely to appear in resultative MA and distributive MA (both accounted for 17%). Many other MA-s expressed by the postverb *up*, such as ingressive (11%), momentary (14%) and accumulative (16%), were found in the English

language. As the analysis of the Vup-s collected for this research has shown, the least frequent type of MA is stative (3%).

Having analyzed modes of action on the material of Vup-s, we will further focus on the classification of lexico-semantic groups in order to investigate verbs having common lexical meaning better. Our discussion will be provided in the subsequent part of the work dealing with the semantic functions of the postverb *up*.

III. LEXICO-SEMANTIC CLASSIFICATION OF PHRASAL VERBS WITH THE POSTVERB UP

There are many different groups of LSG and numerous cases when sememes of different LSG have common semes. In this respect, they are interconnected with each other due to the polysemy of the word. For example, LSG of creation is interconnected with LSG of change of state or LSG of extraction.

Sketching in, semantic interrelations between either the elements inside of one LSG or different LSG-s could be explained by the structure of LSG. The peripheral sememes move away from the centre. In this regard, they lose specific features of a concrete LSG and enter other LSG. Therefore, LSG forms the semantic continuum. It depends on the structure of the sememe and the semantic structure of the word (Gudavičius 1994:33).

In regard to variety of lexico-semantic groups and limitation of the paper, we have chosen those groups of LSG which form substantial parts of Vup-s, and are aimed to reveal the main functions of the postverb *up* in three of them: LSG of appearance, LSG of creation and LSG of destruction which will be discussed in the subsequent parts.

3.1. Lexico-Semantic Group of Appearance

The LSG of appearance possesses the common seme 'to emerge' which unites all the selected verbs into one LSG. Consider the following examples:

- (64) *show* → *show up* 'if a problem or fault shows up, it is easy to see or notice', e.g.
In the sunlight, the decayed state of the house showed up clearly (L₂ 460).

- (65) **sprout** → **sprout up** ‘to suddenly appear or start to exist, especially in large numbers’, e.g. *A whole new generation of music **sprouted up**, with bands like Catatonia and Stereophonics* (L₂ 492).
- (66) **rise** → **rise up** ‘to appear as a very tall shape’, as illustrated with the sentence *Snow-capped mountains **rise up** in the distance* (C 243).
- (67) **flare** → **flare up** ‘if something [e.g. violence, argument, anger] flares up, it suddenly happens and becomes very serious’, as in the sentence *As soon as he saw Nina he could feel the anger **flaring up** in his heart* (C 100-101).
- (68) **bob** → **bob up** ‘to suddenly appear and float on the surface after being under water’, as in the sentence *A duck **bobbed up** out of water in front of me* (L₂ 28).
- (69) **come** → **come up** ‘if a plant or seed comes up, it begins to appear above the ground’, e.g. *If you plant the seeds now they should **come up** in about ten days’ time* (L₂ 97).
- (70) **well** → **well up** ‘rise like water in a well’, e.g. *Tears suddenly **welled up** in her eyes* (O 412).
- (71) **surge** → **surge up** ‘rise up in a wave’, e.g. *These feelings **surged up** uncontrollably* (O 363).
- (72) **light** → **light up** ‘to make something bright with light or to shine light on something’, e.g. *The sun shone on her head, **lighting up** her hair* (L₂ 309).

As seen from the latter V → Vup pair presented above, it is important to state that the derivative can be metonymic, as in the sentence *You must not **light up** after the formal dinner until the Queen’s health has been drunk*²⁰.

For closer investigation of lexico-semantic groups among Vup-s, one must deal with LSG of creation which will be discussed further.

3.2. Lexico-Semantic Group of Creation²¹

This group has the common seme ‘to create’ which joins together all the selected Vup-s into one LSG. For illustration the following V → Vup-s will be provided:

²⁰ The example is taken from Klijūnaitė, I., 2000. *Linguistic Status of English Phrasal Verbs*. pp. 49.

²¹ This part has been written according to “*Lexico-Semantic Group of Creation of Phrasal Verbs with the Postverb up*” [in:] *Field Structures in the Lexico-Semantic System of Language (on the Material of Phrasal Verbs)* by I. Klijūnaitė, 2004. pp. 34-55.

(73) **work up** ‘to produce a final plan, design, or piece of writing from the ideas or information that you have’, as in the sentence *U-Haul worked up the design for the posters and Dial Corp is printing them* (L₂ 597).

(74) **set up** ‘to make the arrangements that are necessary for something to happen’, e.g. *I’ll get my secretary to set up a meeting* (L₂ 452).

As seen from the examples given above, the meanings of Vup-s can be defined by the DF ‘X creates Y’, as in the first example, cf.: *U-Haul (X) worked up the design (Y)*, and *my secretary (X) to set up a meeting (Y)* (sentence (2)).

Hence, approaching further, there are particular cases when the postverb *up* does not alter the meaning of the base verb in numerous derivatives, on the contrary, it is made more explicit. Thus, the postverb is considered as facultative and is put into brackets in many dictionaries. Consider the following oppositions:

(75) **brew** ‘to make a drink of tea or coffee’ (L₁ 88) → **brew (up)** ‘to make a drink of tea or coffee’, cf.: *Freshly brewed coffee* (L₁ 88) → *Every two hours the men would stop work to brew up and have a cigarette* (L₂ 40).

(76) **tool** → **tool (up)** ‘if a factory or business tools up, it gets the equipment it needs to produce something’, as in the sentence *Airplane factories were able to tool up quickly when the war began* (L₂ 555).

(77) **rig** → **rig (up)** ‘to quickly make a temporary piece of equipment from objects that you find around you, or to quickly fix something in a position where it can be used temporarily’, e.g. *One of the boys had rigged up a sort of tent by draping a large plastic sheet over a pole* (L₂ 419).

(78) **vamp** → **vamp up** ‘to try to make something seem new or more exciting by changing it or adding things to it’, e.g. *Writers have been told to vamp up the storyline, or the show will be scrapped* (L₂ 574).

(79) **bank** → **bank up** ‘to make earth, sand, snow etc into a pile’, e.g. *Huge mounds of snow were banked up on either side of the road* (L₂ 15).

(80) **knock** → **knock up** ‘to make something, quickly and without much effort, especially using things that you have or find by chance’, as illustrated with the sentence *Could you knock us up some cold ham and salad for lunch?* (L₂ 293).

As seen from the latter V → Vup pair presented above, it is important to note that Vup can be metonymic. In this case the phrasal verb *knock up* has the meaning ‘to wake someone, usually during the night, by knocking on the door of their room or house’, as in the sentence *It*

was a great holiday, but we had to be knocked up at three in the morning to catch the plane home (L₂ 293).

Sketching in, this group of LSG of Vup-s has a metaphorical meaning, i.e. the postverb *up* makes a shift in meaning, cf.:

- (81) **make** → **make up₁ (your mind)** ‘to make a definite decision or choice’ → **make up₂ (songs)** ‘to think of something new using your imagination’ → **make up₃ (meal)** ‘to prepare or arrange something so that it is ready to be used’, etc (L₂ 323-325).
- (82) **rustle** ‘if papers, leaves etc rustle, or if you rustle them, they make a noise as they move against each other’ → **rustle up (a meal)** ‘to make something quickly, especially a meal’ (L₁ 651), as in the sentence *Mel got up and went downstairs to rustle up some breakfast* (L₂ 434).
- (83) **cook** → **cook up₁ (a meal)** ‘to make a meal quickly’, e.g. *Neneh was in the kitchen cooking up a dinner of rice, chicken and black-eye peas* → **cook up₂ (an excuse)**, as in the sentence *Rachel cooked up some excuse about her car breaking down, but I guessed that she’d been seeing Rupert* (L₂ 104).

For verbs with the postverb *up*, the lexical structure of the LSG of creation does not tend to be homogeneous, i.e. the structure is different and diverse. In regard to this, the sememes can be categorized in accordance with the character of the semantic object. The LSG under investigation can be divided into two subgroups, such as **DF ‘X creates material things’** and **DF ‘X creates immaterial things’**, analyzing and dispersing each of both. The first subgroup of Vup-s with the DF ‘X creates material things’ comprises five lexical groups with the meanings such as ‘make a meal’, ‘make a piece of clothing’, ‘make a temporary piece of equipment or furniture’, ‘build’ and ‘make an agreement or plan’; while the second one with the DF ‘X creates immaterial things’ consists of numerous units of lexical and synonymic groups with the meanings such as ‘invent something imaginatively’, ‘produce ideas’, ‘create mental images’ etc. For example, the subgroup of Vup-s with the DF ‘X creates material things’ includes one of the lexical groups of Vup-s with the meaning ‘**make a piece of clothing**’ which will be illustrated below:

- (84) **run up** ‘to quickly make something, especially a piece of clothing using a sewing machine’, e.g. *If I give her the material, she can easily run up the dress for me at home* (L₂ 433).

(85) **stitch** → **stitch up** ‘to sew pieces of material together in order to make or repair something’, as in the sentence *I have split these trousers – can you **stitch them up** for me?* (L₂ 509).

The latter Vup is metaphoric, cf.: *stitch* → *stitch up*₁ (*a cloth*) → *stitch up*₂ (*a deal*), as in the sentence *Shiraz has stitched up deals all over the world to boost sales* (L₂ 510).

As it is evident from all V → Vup-s pairs presented in this part of the paper, the phrasal verbs have the semes ‘quickly’ and ‘in a hasty manner’. They indicate the continuity of the process itself.

It is worth mentioning that Vup-s of LSG of creation can be connected with concrete and abstract nouns in the direct object and subject positions, e.g. *brew up* (in the position of the object) and *stir up* (in the position of the subject).

Having presented Vup-s of LSG of creation, it can be noted that they can be either metaphoric or metonymic, and have lexico-semantic characteristics. In contrast to this group, the LSG of destruction occurs. It will be discussed further.

3.3. Lexico-Semantic Group of Destruction²²

Lexico-semantic Group of Destruction is another group expressed by the postverb *up*. It has the common seme ‘to destroy’, ‘to spoil’ or ‘to damage’. The LSG of Vup-s with the meaning of ‘destruction’ possesses verbs with postverb *up*, e.g.:

(86) **foul** → **foul up (a plan)** ‘to completely spoil something such as a plan, a situation, or a relationship’ (L₂ 179).

In the V → Vup pair presented above, the meaning of phrasal verb *foul up* can be also defined by the DF ‘X destroys Y’, as in the sentence *I hope I (X) haven’t **fouled up** all your plans (Y)* (L₂ 179).

Approaching further, one can notice that the postverb *up* does not change the meaning of the base verb in a great number of derivatives, on the contrary, it makes it more explicit. In this regard, the postverb is considered as facultative and is put into brackets in many dictionaries, e.g.:

(87) **block (up)** ‘contain something that is preventing movement’, e.g. *The drain is **blocked up*** (L₁ 74).

²² This part has been written according to “Lexico-Semantic Group of Creation of Phrasal Verbs with the Postverb *up*” [in:] *Field Structures in the Lexico-Semantic System of Language (on the Material of Phrasal Verbs)* by I. Klijūnaitė, 2004. pp. 34-55.

Moreover, this group of LSG of Vup-s has a metaphorical meaning, i.e. the postverb *up* makes a shift in meaning, cf.:

- (88) **tear** → **tear up₁ (a letter)** ‘to tear something made of paper or cloth into a lot of small pieces because you want to destroy it’ → **tear up₂ (huge areas of rainforest)** ‘to destroy or damage something an area of land’ → **tear up₃ (agreement)** ‘to state that you no longer accept an agreement, contract etc, and will not be controlled by what it says’ (L₂ 542).

It is worth mentioning that the concept of destruction is polysemous, i.e. it has more than one meaning and includes various notions. These are as follows: damage, destruction, frustration, spoiling both animate and inanimate things, violation of agreement etc. Consider the following derivatives:

- (89) **beat up** ‘to attack and seriously hurt someone, by hitting or kicking them many times’, e.g. *Two men dragged him from his car and beat him up so badly he was in hospital for a month* (L₂ 19).
- (90) **botch up** ‘to do something badly and carelessly’, e.g. *The first lot of builders botched it up so badly that we had to start again* (L₂ 31).
- (91) **scrunch up** ‘to twist or crush something into a small shape’, e.g. *I scrunched up the letter I was writing and started over* (L₂ 441).
- (92) **choke up** ‘to block a street or area etc so that people or traffic cannot easily move through it’, e.g. *Commuter traffic chokes up the freeways during rush hour* (L₂ 75).
- (93) **screw up** ‘to make a mistake or to spoil something’, e.g. *Why did you let Slater handle the deal? I knew he would screw things up* (L₂ 441).

More V → Vup-s pairs denoting lexico-semantic group of destruction are such as follows:

- (94) **goof** → **goof up (a matter)** ‘to make a silly mistake or do something badly’²³,
- (95) **wad** → **wad up (paper)** ‘to press something such as a piece of paper or cloth into a small tight ball’²⁴,
- (96) **louse** → **louse up (a job)** ‘to do something very badly, especially by making a lot of careless mistakes’²⁵.

As seen from Vup-s presented above, one can notice that they are diverse in their meaning. Therefore, one can divide the LSG of destruction (among Vup-s) into a great number

²³ ²⁴ ²⁵ Longman Phrasal Verbs Dictionary, 2000.

of subgroups and lexical groups of sememes. In regard to such diversity, we will distinguish several of them:

1. **The Subgroup of Vup-s with the DF ‘X damages Y’** comprises two lexical groups of sememes:

1.1. **The lexical group of Vup-s with the meaning ‘damage an animate thing’** includes Vup-s with nouns denoting human beings or parts of their body, e.g.:

(97) **bang up** ‘to seriously damage something or injure something or someone’, e.g.
*Brown **banged up** his knee in yesterday’s game* (L₂ 15).

(98) **bash up** ‘to seriously hurt someone or damage a part of their body by attacking them violently’ (L₂ 16).

The latter Vup is synonymic to:

(99) **duff up** ‘to hit and kick someone a lot in order to hurt them’ (L₂ 144), cf.:

*They said they’d **bash me up** if I said anything to the teachers → If you don’t pay up, he will get his mob to **duff you up**.*

1.2. **The lexical group of Vup-s with the meaning ‘damage an inanimate thing’** comprises Vup-s with nouns denoting various inanimate things, e.g.:

(100) **chew up** ‘if a machine chews something up, it damages or destroys it, especially by crushing or breaking it into small pieces’, as in the sentence *The printer is **chewing the paper up** again* (L₂ 74).

(101) **tear up (a letter)** ‘destroy (sth) by pulling across it sharply’ (O 382).

(102) **rip up (cloth)** ‘destroy (sth) by pulling vigorously’ (O 300).

2. Another structural element of the LSG of destruction is **The Subgroup of Vup-s with the DF ‘X destroys Y’** which consists of three lexical groups:

2.1. **The lexical group of Vup-s with the meaning ‘destroy by fire, heat, bomb, sand, mud’** includes very few Vup-s denoting inanimate nouns such as bomb, sun, fire etc. This group contains verbs with the potverb *up* representing the derivational pattern:

(103) **burn** → **burn up (forty acres of corn crops)** ‘to be completely destroyed by fire or great heat, or to destroy something with fire or great heat’ (L₂ 54). In this case the postverb gives the meaning ‘destroy completely’ to the base.

To the group also belong Vup-s such as follows:

(104) **blow** → **blow up (a bidge)** ‘to destroy something using a bomb’, e.g. *Nato forces have **blown up** almost all the bridges* (L₂ 27). This V → Vup opposition has the meaning ‘to destroy by explosion’. It contains verb units characterized by the

combinability with nouns denoting various buildings and constructions such as bridge, fence, wall, railing etc.

(105) **silt** → **silt up (a river)** ‘if a river or lake silts up, or something silts it up, it fills with sand, mud or soil etc and the water cannot flow properly’, e.g. *In the eighteenth century, the San Diego River nearly **silted up*** (L₂ 467).

2.2. The lexical group of Vup-s with the meaning ‘destroy by hitting, crashing or man’s force’ tend to combine with nouns denoting inanimate things such as vehicle, building, furniture etc. To this group belong the following Vup-s:

(106) **rough** → **rough up** ‘to attack someone and hurt them by hitting them’, e.g. *It was not worth the risk of being arrested and getting **roughed up** by the police* (L₂ 425).

(107) **smash** → **smash up (a bar)** ‘to destroy something or damage it very badly by hitting it violently or crashing it’, as in the sentence *A gang of thugs came into the bar and **smashed the place up*** (L₂ 478).

2.3. The lexical group of Vup-s with the meaning ‘end a relationship’ encompasses the following metaphoric Vup:

(108) **break up₁ (a window)** ‘to cause to be separated into pieces or destroyed’ → **break up₂ (a marriage)** ‘to end a relationship’ (L₁ 85-86).

Approaching further, there occurs synonymic Vup-s, e.g. *break up (marriage) → split up (marriage or relationship)* ‘end romantic relationship or marriage’, as illustrated with the sentence *When her parents split up, she went off to live with her mother* (L₂ 489).

3. The Subgroup of Vup-s with the DF ‘X blocks Y’ is presented by Vup-s that tend to combine with nouns denoting door, exit, traffic, hole, pipe etc in the position of the object, as illustrated in the following patterns:

(109) **jam up** ‘if a lot of people or vehicles jam up a place, they block it so that it is difficult to move’, e.g. *So many people were rushing to get out at once, they **jammed up the exits*** (L₂ 262).

(110) **clog up** ‘if something such as a road or tube clogs up, or something clogs it up, it becomes blocked and nothing in it is able to move’, e.g. *The town centre was completely **clogged up** with traffic this afternoon* (L₂ 80).

(111) **seal** → **seal up** ‘to fasten or block something so that nothing can get in or out’, e.g. *Grandpa **sealed up** the cellar doorway with bricks* (L₂ 442).

4. The Subgroup of Vup-s with the DF ‘X spoils Y’ consists of two lexical groups:

4.1. The lexical group of Vup-s with the meaning ‘damage or spoil a surface’ includes Vup-s with nouns denoting various inanimate things. This lexical group also contains synonymic Vup-s. Consider the following patterns:

(112)a. **churn up** ‘to damage the surface of something, especially by walking on it or driving over it’, e.g. *Heavy trucks and buses are **churning up** the freeways* (L₂ 77) is synonymic to

(113)b. **plough up** ‘to spoil the surface of an area of ground by driving or riding over it, so that it becomes very muddy and uneven’, e.g. *The paths around Clavering are constantly being **ploughed up** by four-wheel drive vehicles* (L₂ 373).

4.2. The lexical group of Vup-s with the meaning ‘spoil an arrangement or plan’ is characterized by combinability with nouns denoting things such as plan, arrangement, job etc in the position of the object, e.g.:

(114)a. **mess up** ‘to spoil something important, especially something that it has taken you a long time to plan or do’, e.g. *I am sorry if I **messed up** all your plans* (L₂ 331) is synonymous to

(115)b. **muck up (an arrangement)** ‘spoil, ruin something’ (O 238).

Having discussed all three groups of LSG, it can be noted that most of the verbs with the postverb *up* are metaphoric, metonymic or synonymic and have particular lexico-semantic characteristics.

In this part of the research we have analyzed 52 V → Vup-s pairs of three different groups of LSG. The results of this analysis are shown in figure 3.

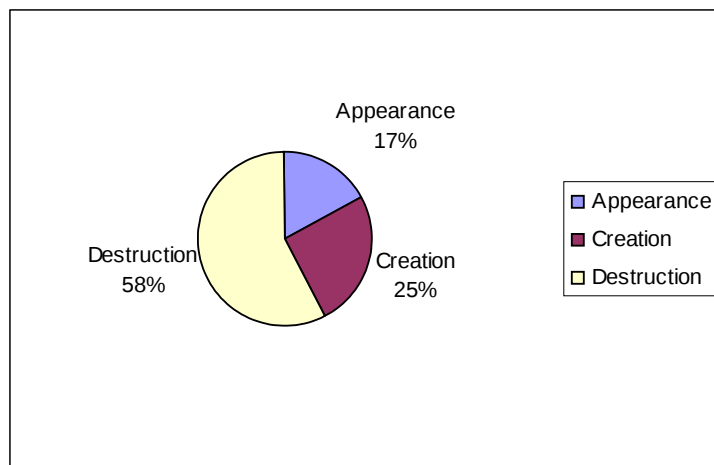


Figure 3. Lexico-semantic groups denoting Vup-s.

The results from the Figure 3 demonstrate that LSG of destruction is the most frequent group denoting Vup-s (accounted for 58%). During this analysis we have found 13 Vup-s of LSG of creation. It accounted for 25%. Vup-s of LSG of appearance accounted for 17%.

In order to analyze Vup-s more explicit, one must explore the relation between modes of action and LSG which will be provided in the subsequent part of the work.

IV. THE RELATION BETWEEN LEXICO-SEMANTIC GROUPS AND MODES OF ACTION

In the previous sections we have discussed two separate classifications of the English verbs:

1. verb classification into LSG,
2. verb classification according to MA.

As a difference of the correlation between two above presented classifications can be observed, it is necessary to discuss and explicate it here to reveal similar and diverse features of both of them.

The English verbs classified into LSG and according to MA are of different features: lexico-semantic classification into LSG is based on the similarity and difference of lexical meanings of Vup-s, while classification according to MA is comprised of the same distribution of Vup-s which are divided in accordance with temporal-quantitative aspectual characteristics, i.e. according to mode of continuation in time. Therefore, these two classifications correlate with each other.

In view of this, we can state that it is relevant to discuss the relations between above indicated MA and LSG. These can be as follows:

1. Vup-s of different MA-s can belong to one group of LSG. For instance, Vup-s of resultative MA, ingressive MA and momentary MA are also found in LSG of appearance. Compare the following V → Vup-s pairs:

rise → *rise up* ‘to appear as a very tall shape’ (Resultative MA)

flare → *flare up* ‘suddenly begin to burn more brightly or fiercely’, e.g. *The*

flames flared up briefly then finally died away (Ingressive MA)

loom → **loom up** ‘if something looms up, it suddenly appears as a large unclear shape as you come close to it’(Momentary MA)

2. Vup-s of different lexico-semantic groups can refer to separate MA-s due to mode of continuation in time. In this regard, for example, Vup-s of LSG of creation as well as Vup-s of LSG of destruction can be included into resultative MA, as illustrated with Vup-s from the following oppositions:

stitch → **stitch up (a dress)** ‘to sew in a hasty manner’ (LSG of creation)

knit → **knit up (gloves)** ‘to make by knitting’ (LSG of creation)

silt → **silt up (a river)** ‘if a river or lake silts up, or something silts it up, it fills with sand, mud or soil etc and the water cannot flow properly’(LSG of destruction)

3. One separate MA, according to its structure, can coincide with only one particular LSG. For example, Vup-s of distributive MA may occur in LSG of destruction. Consider the following oppositions:

tear → **tear up (a letter)** ‘to tear something made of paper or cloth into a lot of small pieces because you want to destroy it’

hack → **hack up (a log)** ‘to cut something into pieces using a knife or something sharp’

To sum up, the postverb *up* combines with verbs of different types of classifications either into LSG or according to MA, or into both at the same time. The relations of meanings of phrasal verbs within LSG or MA as well as between both of them indicate the sense of ambiguous meanings as they are related syntagmatically and paradigmatically.

In our research we have analyzed 115 V → Vup-s pairs. The distribution of all taken examples is shown in figure 4.

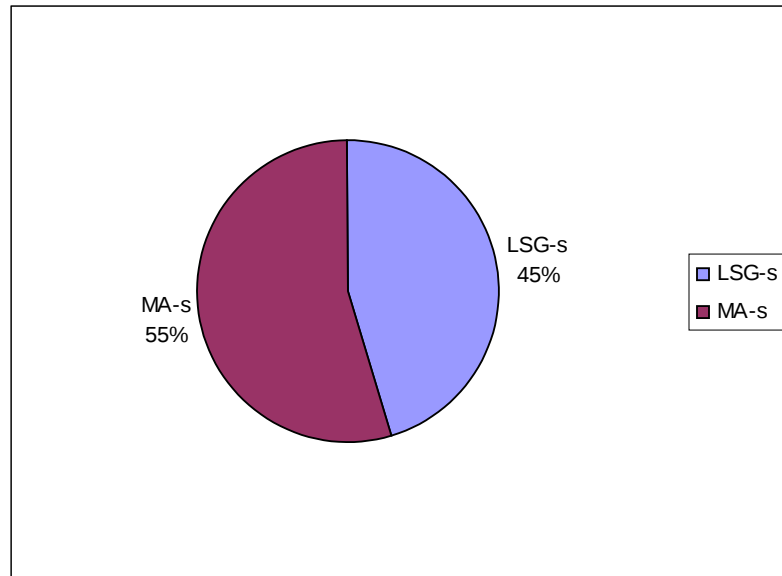


Figure 4. The relation between lexico-semantic groups and modes of action (on the material of Vup-s).

The results presented in the Figure 4 indicate that in English Vup-s are slightly more frequently found in modes of action (accounted for 55%) than in lexico-semantic groups. It accounted for 45%.

CONCLUSIONS

The aim of this work was to classify English verbs with the postverb *up* into lexico-semantic groups and modes of action in order to reveal similarities and differences between them. Having analyzed these classifications, we came up to the following conclusions:

1. English verbs with the postverb *up* are treated as derivational units, the meaning of which is influenced of the verb and postverb. In our work phrasal verbs are analyzed by means of postverbs as analytic words with the purpose to reveal the lexical derivatology.
2. Viewed as derived from base verbs, Vpv-s are analyzed in opposition with the latter in order to distinguish them from their bases. Thus, the derivational model $V \rightarrow V_{up}$ is used, e.g. *hack* → *hack up*, *mash* → *mash up*.
3. The postverb *up* forms one semantic whole with the base and acts as a derivational formant. Its lexical meaning, viz. the meaning of direction ‘to or in an upright direction’, in derivatives can be either regular (i.e. the semantic relation with the base verb is not lost) or irregular (i.e. the semantic relation with the base is completely lost). Metaphoric Vup-s, which occur on the ground of similarity, have been selected for our analysis, e.g. *make* → *make up₁* (*your mind*) ‘to make a definite decision or choice’ → *make up₂* (*songs*) ‘to think of something new using your imagination’ → *make up₃* (*meal*) ‘to prepare or arrange something so that it is ready to be used’. In addition, metonymic Vup-s have been picked up in our research, e.g. *toss* → *toss up* (*a coin*), as in the sentence *They tossed up to see who would play first*.
4. Three main components of the category of aspectuality: terminativeness / durativeness and modes of action have been presented and discussed separately dealing with the semantic functions of the postverb *up*. In our work phrasal verbs, defined as terminative or durative, are based on the presence or absence of a terminal point in their lexical meaning. These verbs, further subdivided into modes of action, impart Vup-s denoting the completion, achievement, etc of the action expressed by the verb.
5. Numerous Vup-s chosen for our investigation are considered as verbal units of the lexico-semantic system of the English language.

In order to reveal the structural meaning of a sememe, i.e. investigate paradigmatic and syntagmatic relations of sememes, verbal units have been grouped among Vup-s with the meanings of appearance, creation and destruction. In our work relative definition formula (DF) was applied for the purpose of distinguishing LSG, i.e. to reflect structural or semantic similarity of sememes. As an illustration, the DF of the sememes *snow up* 'unable to leave the place where you are because there is so much snow on the ground', *shut up* 'to keep a person or an animal somewhere and prevent them from leaving', *lock up* 'to lock all the doors and windows of a building that no one can get in' is X blocks Y. Lexico-semantic groups under investigation have been also divided into large subgroups which further subdivided into lexical groups.

6. The English verbs classified into LSG and according to MA have revealed different features. For this reason lexico-semantic classification into LSG is based on the similarity and difference of the lexical meaning of Vup-s, while classification according to MA is comprised of the same distribution of Vup-s which is divided in accordance with temporal-quantitative aspectual characteristics, i.e. according to mode of continuation in time. In this regard, different types of classifications either into LSG or according to MA, or into both at the same time have been analyzed. The statistical outcome of the frequency of the occurrence of Vup-s in classification into LSG or according to MA is rather different.

6.1. The majority of Vup-s occurred in completive MA. Verbs with the postverb *up* occurring in this type of MA accounted for 22%. The statistical outcome of the occurrence of Vup-s in other types of modes of action showed that they can also appear in resultative MA (17%), distributive MA (17%) and accumulative MA (16%) in great numbers too. Momentary MA (14%), ingressive MA (11%) and stative MA (3%) were not so frequent.

6.2. The results of the analysis showed that the occurrence of Vup-s in three different groups of LSG was among less frequent. The most frequent group was LSG of destruction (accounted for 58%). LSG of creation (25%) and LSG of appearance (17%) were not so frequent.

7. The analysis of the relation between lexico-semantic groups and modes of action among Vup-s from the analytical and statistical points of

view showed that the postverb *up* combines with verbs of different types of presented classifications. The lexical meanings of phrasal verbs within LSG or MA perform the sense of ambiguous meanings.

- 7.1. It is important to note that there is a slight difference between two classifications: modes of action and lexico-semantic groups among Vup-s. Modes of action denoting Vup-s accounted for 55% while Vup-s of lexico-semantic groups accounted for 45%.

The object of our research was the English postverb *up* in the relation between lexico-semantic groups and modes of action. The methods applied in our investigation could be used in the future while investigating other LSG of Vup-s as well as English verbs with another postverb.

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