

# The Stress and Intonation Background of Prepositional Verbs versus Phrasal Verbs for Language Teachers

Dil Öğretmenleri için Edatlı Eylemlere karşı Öbeksal Eylemlerin Vurgu ve  
Tonlama Arka Planı

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## Abstract

Turkish English majors frequently have difficulty understanding how to use verb + preposition combinations in forms of prepositional verbs in English. This is not surprising because verb + preposition combinations do not exist in Turkish morphology and syntax. Verb + preposition structures are generally confused with verb + particles because they are different from each other. "The term *particle* specifically refers to prepositions and adverbs that have combined with verbs to make new verbs and have thus lost their prepositional or adverbial function" (Decapua 147). These differences are by no means always easy to understand because some verbs can even be either phrasal or prepositional, depending on the circumstances. The topic of this article is the stress and intonation of prepositional verbs, which depend on literal meanings of verbs that combine a verb and a preposition to make a new verb with a distinct meaning.

**Keywords:** prepositional verbs, phrasal verbs, particle, stranded preposition

## Öz

Türk İngilizce öğretmenliği adayları, genellikle eylem + edat birliktelikleri karşlarına edatlı eylem olarak gelince, bu birliktelikleri anlamakta güçlük çekmektedirler. Bu durum şaşırtıcı değildir, çünkü edatlı eylem yapısı Türk biçimbilgisi ve sözdiziminde yoktur. Edatlı eylem yapıları genellikle öbeksal eylem yapılarıyla karıştırılır, çünkü bu iki yapı birbirinden farklıdır. "Edat terimi, özellikle edatlar ve zarfların yeni bir eylem türü yapmak için eylemlerle bir araya gelerek, edatsal ve zarfsal özelliğini kaybetmesi oluşumuna özellikle işaret eder" (Decapua 147). Bu farklılıkları anlamak hiç de kolay değildir, çünkü bazı eylemler duruma bağlı olarak ya öbeksal ya da edatsal bile olabilirler. Bu makalenin konusu, edatlı eylemlerin düz anlamlarına dayanarak farklı bir anlam oluşturduğu durumlardaki vurgu ve tonlamasını oluşumlarını incelemektir.

**Anahtar sözcükler:** edatlı eylem, öbeksal eylem, edat, ayrımlanmış edat

## Introduction

"Speech has its own repertoire of devices like intonation, stress, pitch, speed, silence, laughter and voice quality and shows a complexity in structure that is quite different from that of writing" (Börjars and Burridge 64). By definition, a

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prepositional verb is “a verb taking a complement consisting of a PP with a particular preposition as head: *ask* in *I asked for help*; *come* in *I came across some old letters*” (Huddleston and Pullum, 2007: 305). In English, there are many verbs that have two parts, such as phrasal verbs and prepositional verbs. Prepositional verbs are sometimes called phrasal verbs: This is not true. This complex situation is confusing the Turkish English learners. Needless to say, prepositional verbs have two parts: a verb and a preposition. A prepositional verb is a combination of a verb and a preposition or an adverb, being simply a verb followed by a preposition or adverb. Prepositional verbs are accepted as a subset of phrasal verbs. Prepositional verbs use the literal meanings of verb (Herring and Michael).

### **Phrasal Verbs versus Prepositional Verbs**

It must be noted that phrasal verbs are different from prepositional verbs both semantically and syntactically. Firstly, in English, many verbs are followed by prepositions, and hence comes the term prepositional verbs. Secondly, in a sentence some verbs require specific prepositions to be used after them; so, the combination of such a verb and its required preposition is called prepositional verb (Peters). The meaning of the verb and preposition together is usually very similar to the original meaning of the verb. In other words, the meaning of a prepositional verb is generally the same as the main verb; therefore, the meaning of a prepositional verb is literal. A prepositional verb is considered a phrasal verb in which the extra word is a preposition. This is in contrast to a particle verb, which uses particles instead of prepositions.

Simply put, a prepositional verb is a verb that is followed by a preposition. Some verbs are called *prepositional verbs* since they consist of a verb and a preposition. It is “a verb form that is made up of two parts: verb form + preposition” (Swan 600). Certain verbs go with special prepositions because a true preposition, in a verb-preposition combination, adds more information about the activity expressed by the verb. Therefore, “The preposition is associated with a particular verb, often called a prepositional verb” (Downing 56). The preposition does not “belong” to the verb, rather it heads the prepositional phrase, which adds information. In prepositional verbs, the preposition affects the meaning of the verb, but the preposition is not part of the verb; it belongs to the adverb phrase following the verb. Overall, prepositional verbs consist of a transitive verb plus a preposition with which it is closely associated (Cowan, Geldelen 93).

### **Grammatical Structure of Prepositional Verbs**

“A Prepositional verb consists of a main verb followed by a preposition, for example look after, look at, decide on, consist of, cope with” (Leech 91). Many common verbs in English take a specific preposition. In other words, since certain prepositions are associated with particular verbs, they are called prepositional verbs. “Prepositional verbs are three or four times more common than phrasal verbs” (Biber, Conrad, &

Leech 415; Pam 422), and therefore they exhibit higher frequency than phrasal verbs.

Prepositional verbs are also called two-word verbs. “At least 75 percent of all two-word verbs are prepositional verbs” (Teschner and Evans 92). A prepositional verb signals a verb that forms a combination with a preposition without yielding a different meaning other than what is obvious. Therefore, the preposition is also specified by the preceding verb or verbal idiom. For example, prepositional verbs are transitive, which means that they require an object. This object is generally stated, but sometimes just implied or inferred. The direct object must come after the particle, not before it. The following structure is used to form prepositional verbs: verb + preposition + object. Then, prepositional verbs are limited to cases where syntactically, the preposition gets a complement (object). A prepositional verb is a “verb that licenses a prepositional phrase headed by a specific preposition as its complement, and sometimes also an object” (Aarts, Chalker, and Weiner 325). Thus, prepositional verbs always come attached with an object, which directly follows the preposition, by taking the form of a noun phrase, pronoun, or the -ing form of the verb.

### With Nouns as Objects

Prepositional verbs always take a direct object, and the direct object is either a *noun* or *gerund*, the verbs and *preposition* and cannot be separated. The object of prepositional verbs *always* comes immediately after the preposition, and the verb cannot be separated from the preposition. As it is apparent in the following examples, many English verbs are regularly followed by prepositions before objects. The following examples represent this case:

Jack **asked for** a raise.

She is **knocking at** the door.

She **stared at** the intruder.

I **got off** the bus at Kızılay.

Jim **agrees to** your proposal.

She finally **decided on** the boat.

The hunting dogs **run over** the field.

Jane and Jack **insist on** meeting us tonight.

How are you going **to deal with** that problem?

We **looked through** the window at the garden.

My brother **came down** the latter very carefully.

The students **came through** their exam *very* well.

The mountaineers **went up** the rocky mountain very slowly.

### More on the Structural Analysis of Prepositional Verbs

The objects of prepositional verbs can become subjects in passive structures:

#### Active

“We have **looked at** the plan carefully.

#### Passive

The plan has been carefully **looked at**.

Nobody **listens to** her.  
Somebody has **paid for** your meal.

She is never **listened to**.  
Your meal has been **paid for**”

(Swan 416)

It must be noted that even in passive forms, the word order never changes, and the preposition of the verb is never dropped. Thus, Prepositional verbs occur in a range of constructions in English syntax. Some verbs need a preposition before an object or another verb. When a verb is part of a longer sentence, it is often followed by a specific preposition. In sentences, prepositional verbs are paired with certain prepositions whose choice may depend on the context. A prepositional verb is made up of a verb and a preposition. The position of the object, irrespective of whether it is a noun or pronoun, is not flexible. That is, the object must sit **after** the preposition; the object always comes directly after the preposition. In other words, the object of prepositional verbs *always* comes immediately after the **preposition**, which in turn comes immediately after the **verb**. The preposition is grammatical if it doesn't alter the meaning of the verb. In the prepositional verbs, the particle belongs to a prepositional phrase despite it affects the meaning of the verb.

### With Pronouns as Objects

“The noun phrase following a prepositional verb is sometimes called a prepositional object” (Leech 92). There are a few prepositional verbs that have an object which can be put between the verb and the preposition. Prepositional verbs cannot be separated. The two words must remain together:

The soldiers **run over** it. (or, “The soldiers **run it over**.”)

I **got off** it at Kızılay Square.

They **went up** it *very slowly*

She **listens to** the radio a lot.

All prepositional verbs have direct objects. The position of the object, no matter it's a noun or pronoun, is not flexible. The object must sit after the preposition, as in

She looked after **them**.

She is listening to **classical music**.

They are looking at **the visitor**.

I am waiting for **my girlfriend**.

The dog is barking at **a wolf**.

She often looks at **his photos**.

My sister looked after **the children**.

You can always count on **me**.

They are laughing at **the comedian**.

You must refer to **the dictionary**.

The doctor attended to **the patient**.

Many people live on **meagre incomes**.

So, being made up of a verb and preposition, in **prepositional verbs** the object always comes directly after the preposition. The object must sit after the preposition and prepositional verbs are not generally separable. Once again, it must be borne in mind that there are a few prepositional verbs that have an object which can be put between the verb and the preposition. In terms of

intonation indication, the assignment of the primary stress phoneme on the main verbs in the following last three examples should be kept in mind.

For example:

Remind + *object* + of

You re**MÍND** me of my cousin.

Provide + *object* + with

The lecturer pro**VÍ**ded us with the material we needed.

Thank + *object* + for

I'd like to **THÁNK** you for coming today.

He **THÁNKed** me *for* the gifts.

Thus, the preposition in a prepositional verb is generally followed by a noun or pronoun, and thus prepositional verbs are transitive. In prepositional verbs, specific verbs are complemented by specific prepositions. That's why, prepositional verbs are listed separately in dictionaries (Cowie and Mackin, Cullen) because of their unique combinations and meanings. It must be noted that prepositional verbs must not be separated. According to Cowan prepositional verbs do not take the particle movement rule. The verb and the accompanying preposition can be separated by an adverb, while the preposition can precede a relative pronoun by appearing at beginning of a wh-question. Here are some examples:

He stared intently at the thief.

She arrived early for the meeting.

We cheered loudly to support the team.

The cat is sleeping peacefully on the bed.

Jack coughed loudly to attract her attention.

Many life forms depend continually on water.

The girl at whom he was staring was strikingly beautiful.

It must be remembered that that an exception to this rule is when an adverb is used to modify the prepositional verb, in which case it can appear between the verb and the preposition. However, the object must still follow the preposition, as seen in the extension of the sentence:

“Tom **asked for** a raise”, which can also be expressed as

“Tom **asked politely for** a raise”

So, syntactically speaking, the structure of prepositional verbs has two parts, a verb, and a preposition. They always come attached with an object, which directly follows the preposition. This can take the form of a noun phrase, pronoun, or the -ing form of the verb. It must be noticed that some verbs require specific

prepositions to be used after them in a sentence. Unlike some other phrasal verbs, prepositional verbs are not considered separable.

### Stranded Preposition in Prepositional Verbs

In terms of syntactic behavior of prepositional verbs, there is a case of stranding the preposition: “When the preposition stays close to its verb, as occurs in the examples on the right, we say that it is **stranded**, that is, displaced from its position in a PP. The verb and the preposition can stay together, with the stress usually on the verb. Stranding of prepositions occurs, not only in the structures illustrated, but also with prepositional verbs used in passive clauses, as we’ll see in a moment, and in relative clauses, as in the following:

<i>Non-stranded preposition</i>	<i>Stranded preposition</i>
*The cat after which Jo looked . . .	The cat that Jo looked after . . .
The person on whom you can rely . . .	The person you can rely on . . .
The girl at whom the kids laughed . . .	The girl the kids laughed at . . .

The non-stranded form, when it occurs, is reserved for highly formal contexts and formal text types, such as academic prose. But even in highly formal contexts the stranded form is usually preferred in spoken English” (Downing and Locke 58; Wells).

“With many prepositional verbs, stranding of the preposition is the only way a passive form can be established:

*My opinion is never asked for.*      Nobody ever asks for *my opinion*.  
 I don’t like *being shouted at*.      I don’t like people shouting *at me*”  
 (Downing & Locke, 2006: 556).

### Fossilization in Phrasal Verbs

According to (Huddleston and Pullum), some prepositional verbs are inseparable and act differently when they come in relative clauses. “Some verb + preposition combinations are fossilized, in the sense that they don’t permit any variation in their relative positions. An example of such a fossilized combination is *come + across*, meaning “find by chance”, as in *I came across some letters written by my grandmother.*” It is contrasted in with the non-fossilized combination *ask + for*, “request”:

NON-FOSSILISED	FOSSILISED
i a. <i>I <u>asked for</u> some information.</i>	b. <i>I <u>came across</u> some letters.</i>
ii a. <i>the information [<u>which I asked for</u>]</i>	b. <i>the letters [<u>which I came across</u>]</i>
iii a. <i>the information [<u>for which I asked</u>]</i>	b. <i>*the letters [<u>across which I came</u>]</i>

(Huddleston and Pullum)

All in all, a prepositional verb is a verb followed by a preposition, where the meaning is dependent on the combination of both the verb and its preposition. The choice of preposition is determined by the verb rather than by the independent meaning of the preposition” (Leech 91). “Prepositional verbs often preserve meaning of the original verb, but they can also create new lexical and semantic units when combining verbs which bound with their prepositions” (Bruckfield 11). In other words, prepositional verbs have a consistent, componential meaning because the meaning of the whole expression in form of prepositional verb is a simple function of the meaning of its component parts. A prepositional verb has a grammatical preposition, which means that the preposition is there to introduce the direct object, but not to alter the meaning of the main verb. In a prepositional verb, then, the preposition is generally followed by a noun or pronoun, and thus prepositional verbs are transitive.

As a summary, prepositional verbs expose four types:

**1.** The first type is followed by a **prepositional object**, which differs from direct and indirect objects in that a preposition introduces it. “Prepositional verbs always occur with a ‘prepositional object’ (the noun phrase which occurs after the preposition)” (Pearce 120).

For example:

Heavy drinking *leads to* cirrhosis.

My sister takes *after* my grandmother.

The judge *called for* the new witness.

He listens to rock music every night.

Opening the new car factory has led to the creation of 200 jobs.

Human rights groups are calling for the release of political prisoners.

**2.** The second type of prepositional verb has two objects: a direct object and a prepositional object. The direct object comes before the particle, and the prepositional object follows the preposition.

Examples:

The inspector *blamed* the plane crash *on* poor pilotage.

My mother *blamed* herself *for* my sister’s problem

You can *order* a drink *for* me.

We *ordered* coffee and dessert *for* the visitors.

The jury members have *explained* the procedure *to* the children.

She was *making* fun *of* the suitor.

The police have just *caught* sight *of* the thieves.

Who are you writing *to*?

What are you interested *in*?

“When prepositional verbs can take two objects, they commonly occur in the **passive** voice:

Mrs. T **was accused of** infidelity; Early American cultures **were based on** maize” (Pearce 121).

3. The third type of prepositional verb also has two objects, but the first is an indirect object:

Examples:

Did you tell him about the party?

The committee *told* us *about* your failure.

I can't forgive him for what he did to her.

She *forgave* me *for* my rude remark.

I want to congratulate     you on a fine achievement.

They *congratulated* her *on* her success.

4. The prepositional verb allows for the placement or insertion of an adverb between the verb and the preposition. “Prepositional verbs accept adverb intrusion, relative pronoun intrusion, and *wh*-word fronting, whereas particle verbs do not accept them” (Teschner and Evans 91). This means that while prepositional verbs do not take the particle movement rule, the verb and the following preposition can be separated by an adverb, and in the meantime the preposition can precede a relative pronoun and can appear at the beginning of a *wh*- question. This intrusion cannot be done in the case of phrasal verbs or phrasal-prepositional Verbs.

Examples:

Jane **asked politely for** a raise.

They called **frequently on** their advisor.

The bull stared **intently at** the matador.

My mother cares **passionately for** her family.

I objected **strongly to** the lies of the politician.

The matador at whom the bull was staring was **strikingly** furious.

Wh- fronting:

*To* whom am I speaking?

*To* whom did she reveal her secret?

At whom was the bull staring?

So, prepositional verbs appear in four syntactic environments, and they are all “common, occurring almost 5,000 per million verbs” (Biber, Conrad, & Leech. 415).

In the following table, the statistical distribution of verb + preposition + Noun phrase (NP) combination, and verb + NP + preposition + NP combination can be seen:



**Distribution of prepositional verbs across structural patterns, as a percentage of all common prepositional verbs in each register (based on the register distributions of Table 5.18; number of verbs given in parentheses)**

valency pattern	CONV	FICT	NEWS	ACAD
Pattern 1: verb + preposition + NP	92% (22)	87% (34)	64% (28)	43% (18)
Pattern 2: verb + NP + preposition + NP	8% (2)	13% (5)	36% (16)	57% (24)
<b>total</b>	<b>100% (24)</b>	<b>100% (39)</b>	<b>100% (44)</b>	<b>100% (42)</b>

(Adapted from Biber, Conrad, and Leech 420)

### Semantics of Prepositional Verbs

The fact that prepositional verbs are relatively common in academic prose shows that they do not have the same informal overtones as phrasal verbs” (Biber, Conrad, & Leech. 415).

**Distribution of prepositional verbs across semantic domains, as a percentage of all common prepositional verbs in each register (based on the register distributions of Table 5.18; number of verbs given in parentheses)**

semantic domain	CONV	FICT	NEWS	ACAD
activity	38% (9)	41% (16)	41% (18)	33% (14)
communication	25% (6)	21% (8)	16% (8)	5% (2)
mental	25% (6)	23% (9)	18% (8)	19% (8)
causative	0% (0)	5% (2)	5% (2)	14% (6)
occurrence	8% (2)	5% (2)	2% (1)	3% (1)
existence	4% (1)	5% (2)	16% (7)	26% (11)
<b>total</b>	<b>100% (24)</b>	<b>100% (39)</b>	<b>100% (44)</b>	<b>100% (42)</b>

(Adapted from Biber, Conrad, & Leech, 419)

Many English verbs express their meaning with the help of lexical verb and a following preposition or a particle, which completes the meaning. “The choice of prepositions after verbs, and their presence or absence, is sometimes a matter of dialect difference” (Peters 421).

Here is the fact of the matter: “Prepositional verbs use the literal meanings of verbs, whereas phrasal verbs tend to be idiomatic (Herring 163).

### The Stress Patterns of the Prepositional Verbs

Along with rhythm and intonation, stress is one of the suprasegmental features of English. The accentual pattern of prepositional verbs is specific. “A prepositional verb consists of a verb plus a particle which is clearly a preposition: for example, *look at, send for, rely on*” (Wells 163). Generally speaking, the prepositions aren’t usually stressed in English.

Since prepositional verbs are lexically singly-stressed, the preposition does not get the primary stress, but the main verb gets it” (Downing and Locke

58; Wells 163; Vilaplana 199). In prepositional verbs “a preposition is normally unstressed. (Downing 57)

“A **prepositional verb** consists of a verb plus a particle which is clearly a preposition: for example, *look at, send for, rely on*. These are mostly lexically *singly stressed*, with a primary stress going on the verb. Thus, *look at* has the same stress pattern as *edit* or *borrow*. The second element, the preposition, being unstressed, does not get accented (unless for contrastive focus)” (Wells 163)

Opposing to the primary stress placement in prepositional verbs, “in both transitive and intransitive verbs the particle carries stress, as in *She took the cap off* or *The plane took off*, while prepositions are unstressed, as in *We knocked on the door*” (Brinton 198; Bruckfield). This case is confused by Turkish English majors very much.

In English, the stressed syllable of a prepositional verb is louder, longer, and higher in pitch. The stressed syllables carry short vowels, such as /ɪ/, /ɜ/, /ɑ/, /ʌ/, /æ/, /ɔ/, and /ʊ/; or diphthongs, such as /eɪ/, /aɪ/, /oʊ/, /ɔɪ/, and /aʊ/; or long vowels, such as /i:/, /ɑ:/, /ju:/, /u:/, /ɜ:/, and /ɔ:/ . In prepositional verbs the stress normally falls on the verb” (Downing, 2015: Here are some examples:

Orthographic indication	Phonemic structure in transcription
I always <b>CÁRE</b> for the elderly.	care /'keɪ/
I ag <b>RÉE</b> with you 100%.	agree /ə'gri:/
What does this course con <b>SÍST</b> of?	consist /kən'sɪst/
Are you <b>LÁUGH</b> ing at me?	laughing /'læfɪŋ/
We ar <b>RÍV</b> ed at the pub and <b>GÓT</b> off the bus.	arrive /ə'raɪv/; got /'gɒt/
Jane <b>GÓT</b> in the cab and it <b>DRÓVE</b> off.”	got /'gɒt/; drove /'dɹoʊv/
Tarzan is <b>LÓOK</b> ing for a job.	looking /'lʊkɪŋ/
Who do you <b>WÓRK</b> for?	work /'wɜ:k/
I have several problems to <b>DÉAL</b> with.	deal /'di:l/
The dog <b>JÚMP</b> ed on the thief.	jump /'dʒʌmpt/
Will you <b>WÁIT</b> for me?	wait /'weɪt/
My son <b>RÉAL</b> ly takes after his uncle.	real /'ri:l/

In prepositional verbs the stress normally falls on the verb (Downing and Locke 61).

In a prepositional verb, the verb is stressed, and the preposition is unstressed. The second element, the preposition, being unstressed, does not get accented (unless for contrastive focus) (Wells 163).

In the prepositional verbs, “the prepositional particle is always tied to the pronoun or the noun of the prepositional phrase, and therefore is unstressed, or the stress can go to the verb, or sometimes to other parts of the prepositional phrase, according to the particular emphasis given at the moment of speech” (Bruckfield 12).

“Prepositional verbs can be confused with transitive **phrasal verbs**, but they are clearly distinct in that the particle (or second word) of a prepositional verb is a preposition, whereas that of a phrasal verb is a prepositional adverb. The confusion arises because of the similar appearance of examples like:

I *looked at* the picture. (*at* = preposition)

I *looked up* the word. (*up* = prepositional adverb)” (Leech 91).

According to Vilaplana (199), “The accentual pattern of phrasal verbs and prepositional verbs is also different. Whereas in phrasal verbs, the main accent falls on the preposition, in prepositional verbs it falls on the verb.” Similarly, according to Celce-Murcia and Larsen-Freeman (1999) show the way how the prepositional verbs get the primary stress and weak stress.

### **An Analysis of the Prepositional Verb “looked up” in North American English**

By its appearance on page, the sentence “He **looked up** the word” as prepositional verb does not stand as a prepositional verb since certain suprasegmental information pertaining to junctures, stresses, and pitches is required.

The juncture condition:

/He + looked + up + the word ʔ/

The falling juncture phoneme (/ʔ/) demonstrates that this is a positive statement while plus junctures (/+/) show the short pauses within the sentence.

The primary stress phoneme condition:

He **lóoked up** the word.

/hi: +lók + ʔp + ðəwɜ:ɪdʔ/

The main verb **looked** (/lók/) carries the primary stress phoneme while the preposition up (/ʔp/) receives the weak stress phoneme, which is otherwise called the schwa. This condition goes in line with the rule that in the prepositional verbs one of the main verbs gets the primary stress phoneme while the preposition takes the weak stress phoneme. It must be noted that it is the verb **looked** (/lók/) which is heard the loudest in the statement.

The pitch phoneme condition:

He **lóoked up** the word.

/<sup>2</sup>hi: <sup>3</sup>lók ʔp ðəwɜ:ɪd<sup>1</sup>/

The secondary pitch phoneme (/2/) starts the sentence, the third pitch phoneme (/3/) falls on the main verb, and pitch phoneme (/1/) terminates the sentence by fading away at the end of the sentence. When the third pitch phoneme (/3/) falls on the main verb, the first syllable of the main verb /<sup>3</sup>lók/ is heard loudly with a high pitch voice, happening to be the loudest part of the sentence. But it must be noted that still there can be another word of the same sentence that carry a primary

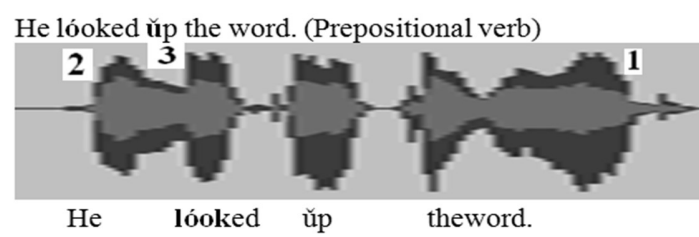
stress on itself. Furthermore, in some special utterances, three words of the sentence may take the primary stress phoneme. So, in such situations, the learners and teachers of English must always be on the alert by opening their eyes wide.

### The intonation formation

Apart from its rhythm and tempo, the total intonation of the sentence “He looked the word up” can be indicated by combining the juncture, stress, and pitch phonemes of it like this: /<sup>2</sup>hi: +<sup>3</sup>lŏkt + <sup>ʌ</sup>p +<sup>ð</sup>əwɜ:ɪd<sup>1</sup>∅/.

### The audigraph of this formation

The wavelength of the sentence “He looked the word up” with the preposition verb in connection to pitch patterns is demonstrated via Audacity program of 2.0.5. in Audio Tract, Mono 44100Hz, Solo, 32 bit-flat form by means of Best Text-to-Speech Demo: <https://azure.microsoft.com/en-us/services/cognitive-services/speech-to-text/#features>, as follows:



### An Analysis of the Phrasal Verb “looked up” in North American English

Just the case with its prepositional verb position of the phrase “**looked up**,” by its appearance on page, the sentence “He **looked up** the word” the phrase “looked up” as a phrasal verb does not stand as a since certain suprasegmental information pertaining to junctures, stresses, and pitches is required.

### The juncture condition

/He + looked + up + theword ∅/

The falling juncture phoneme (/∅/) demonstrates that this is a positive statement while plus junctures (/+/) show the short pauses within the sentence. The object of the sentence “the word” gets linked into an appearance like “theword” (/ðəwɜ:ɪd/).

### The primary stress phoneme placement condition

The sentence “He **looked up** the word” can be transcribed as /hi: lŏkt <sup>ʌ</sup>p ðəwɜ:ɪd/. The main verb **looked** (/lŏkt/) carries the secondary stress phoneme while the preposition up (/<sup>ʌ</sup>p/) receives the primary stress phoneme. This condition goes in line with the rule that in the phrasal verbs the preposition gets the primary stress phoneme while the main verb takes the secondary stress phoneme. It must be noted that it is the preposition (/<sup>ʌ</sup>p/) which is heard the loudest in the statement.

It is because of this reason that the preposition (/ʌp/) is no more a preposition but an adverb because it carries a primary stress.

### The pitch phoneme condition

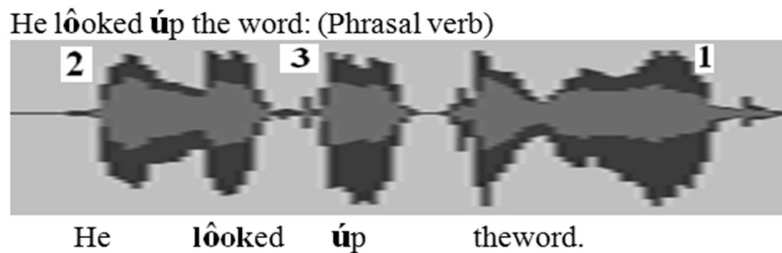
The sentence “He **lôoked úp** the word” can be transcribed by means of [https://www.internationalphoneticassociation.org/redirected\\_home](https://www.internationalphoneticassociation.org/redirected_home) as /<sup>2</sup>hi: l<sup>3</sup>ôkt <sup>3</sup>ʌp ðəwɜ:ɪd<sup>1</sup>/.

The secondary pitch phoneme (/2/) starts the sentence, the third pitch phoneme (/3/) falls on the preposition, and the pitch phoneme (/1/) terminates the sentence by fading away at the end of the sentence. When the third pitch phoneme (/3/) falls on the preposition, the preposition /<sup>3</sup>ʌp/ is heard loudly with a high pitch voice, happening to be the loudest part of the sentence. The result is this formation: /<sup>2</sup>hi: l<sup>3</sup>ôkt <sup>3</sup>ʌp ðəwɜ:ɪd<sup>1</sup>/.

### The intonation patterns

The total intonation of the sentence “He looked the word up” can be indicated by combining the juncture, stress, and pitch phonemes of it like this: /<sup>2</sup>hi: +l<sup>3</sup>ôkt + <sup>3</sup>ʌp +ðəwɜ:ɪd<sup>1</sup>▣/

In terms of acoustic phonetics, the audigraph of this phrasal verb formation can be indicated as follows: The wavelength of the sentence “He looked the word up” with the phrasal verb in connection to pitch patterns can be demonstrated in North American English (NAE) via Audacity program of 2.0.5. in Audio Tract, Mono 44100Hz, Solo, 32 bit-flat form by means of Best Text-to-Speech Demo: <https://azure.microsoft.com/en-us/services/cognitive-services/speech-to-text/#features>:



In North American English (NAE), the stress and intonation connections are very much clear about on the depiction of communication. Non-native learners of English and English teachers must be skillful enough on the placement of primary stress phoneme on the prepositional verbs so that their speech flows and doesn't sound choppy. To sound even more like a native speaker, you want to link the prepositional verbs together. The stress is much more important than linking the words together in terms of consonant and vowel connections.

Another difficulty for Turks is that the words carrying the letter < u >, which is phonemically /ʌ/, is a mostly articulated with its phonetically reduced form as /ə/, as in up /ʌp/, /that is not noticed as /əp/, with the weak stress, by them. Similarly,

in connected speech the preposition at /æɪt/ is pronounced as /əɪt/, whose pronunciation is not noticed. If these delicate details are given close attention by the non-native learners, they will help themselves to improve their conversation skills along with their pronunciation and intonation.

### **Further Information for Prepositional Verbs**

“Prepositional verbs, such as *look at* and *approve of*, often occur in the passive. The noun phrase following the preposition is the prepositional object and can often be made passive subject, the preposition being left 'stranded' at the end: *All the professors approved of the Provost's action* becoming *The Provost's action was approved of (by all the professors)*” (McArthur 755).

All in all, there are the primary stress phoneme patterns that non-native learners and teachers need to get right in order to be understood when using phrasal verbs. While the primary stress phoneme mainly falls on the main verb, in prepositional verbs primary stress falls on the preposition which becomes an adverb after this change. As mentioned before, the difficulty here is that there may be more than one word which may carry the primary stress phoneme in the same sentence: such a case may be confusing to the non-native learners who cannot perceive the fact that in prepositional verbs the primary stress phoneme falls only on the verb. It all boils down to mean that speakers have available to them a vast collection of expressive devices like primary stress phoneme can be located by them on any constituent of a sentence at their convenience.

### **Conclusion**

Prepositional verbs are commonly misused in the fields of academic speaking and writing because they are paired frequently with prepositions, the structure of which confuses the learners. By nature, a prepositional verb inherently builds up an idiomatic expression that links a verb and a preposition to make a new verb with a distinct meaning. It is for this reason that prepositional verbs can be challenging for any foreign students whose L1 is an agglutinative language that houses no prepositions. More even than that, there are few consistent rules about preposition use in English. It all boils down to mean that there are no exact grammatical rules to help the learners know which preposition is used with which verb, so it's a good idea to try to learn them together. As a remedy, learning verb + preposition combinations can help non-native speakers of English sound fluently and naturally like native speakers.

Prepositional verbs always take a *direct object* (either a *noun* or *gerund*) after the preposition and cannot be separated by it. They have a combination of verb and preposition, often with idiomatic meaning, differing from other phrasal verbs in that an object must always follow the preposition. When compared with phrasal verbs, it is not always easy to distinguish between the prepositional verbs and phrasal verbs from each other, “which is one of the reasons that make phrasal verbs so difficult for ESL/EFL learners” (DeCapua, 2008:147). “Like phrasal verbs,

phrasal prepositional verbs are very colloquial and are often avoided in formal writing (Geldelen, 2006: 93).

Prepositional verbs are really beneficial to know because using the right preposition after a verb can make the learner sound very fluent. So, when you learn new verbs, pay attention if they need to be followed by a particular preposition. In some cases, a prepositional may be mistaken for a phrasal verb. Although both combinations are engaged in *verbs* and *prepositions*, they can be distinguished by the two grammar structures by looking at the **literal meaning of the verb** and the **word order** (Aarts, Chalker, & Weiner, 2014). The meaning often changes according to the preposition that takes place in the sentence because the preposition is closely associated with the verb since it gives a distinct meaning to the verb. In addition, the preposition in a prepositional verb is generally followed by a noun or pronoun, and thus prepositional verbs happen to be transitive (McArthur, 1992).

Because there are no strictly established rules or methods to determine which prepositions accompany which verbs, the learners have to memorize some of the most common *verb + preposition* combinations. In other words, the only way to know which preposition to use after a verb is to memorize the verbs with accompanying prepositions. Since prepositions always follow an object, all prepositional verbs have direct objects. This means that prepositional verbs are transitive. Prepositional verbs are also intransitive because English verbs may have either verb phrase complements or direct objects but not both. Native speakers of English can feel and know that certain verbs are combined with certain prepositions, but non-native speakers cannot, and therefore must learn the meanings of these verbs.

Because both prepositional verbs and phrasal verbs are verb-preposition combinations, ESL, ELT, and SLA non-native students and teachers must learn to compare to distinguish between the two verb forms. Depending on the native languages of ESL learners, some of the students may be familiar with positional verbs, or phrasal verbs, or both types of verbs. For example, Spanish speakers will be familiar with prepositional verbs while German speakers should be familiar with phrasal verbs, and Turkish English speakers none of them.

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