

An Active Lesson Plan for Teaching Phrasal Verbs Using Corpus Linguistics

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Abstract

It comes as a surprise to few instructors that when students are actively engaged in learning, they are better at retaining information long term. “...though students felt as if they learned more through traditional lectures, they actually learned more when taking part in classrooms that employed so-called active-learning strategies” (Reuell, 2019). This lesson plan uses the Corpus of Contemporary American English to engage students in learning phrasal verbs (Davies, 2008). Through the Internet, students access COCA and search for their choices of verbal phrases, seeing the relevance of their choices and the different ways that verbal phrases are used. In addition, this lesson plan has the students do the exercises in groups, which has benefits of learning cooperation and peer review. Group exercises also help to alleviate any anxiety that a student might feel when under pressure to perform a task individually. In addition to visual aids, this lesson plan also incorporates in-class listening exercises and quizzes to assess the students’ progress.

Keywords

COCA, Grammar, Phrasal Verb, Lesson Plan

I. Introduction

We can be upfront about the following statement: Most students cannot stand studying grammar. Grammar seems to be a dry, rote memory exercise that takes all the fun out of learning a language. However, with any discipline, the approach to teaching a discipline is the key to pulling in the students and engaging them into the learning process. A way to do this is to have the students themselves discover grammar rules, phrases, and such on their own. This is where corpus linguistics and technology come into play. Nowadays, the technology, specifically the Internet in this case, is a great source for learning (Godwin-Jones, 2009) (Sauro, 2009).

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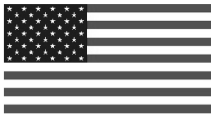
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Corpus linguistics refers to large data sets of language text that a human would have a difficult time examining accurately, and some kind of computer/Internet program would be required to search and use such large databases (McEnery & Hardie, 2011) (Vannestål & Lindquist, 2007). In this lesson plan, COCA is used to engage students in exploring phrasal verbs (i.e., two or three-part verbs).

Of course, there is some preparation involved. For example, students must have access to computers, and they must have an understanding of how to use COCA. These concerns have been dealt with beforehand for this lesson plan.

The beauty, if you will, of this lesson plan is that students themselves decide the phrasal verbs to concentrate on, and they are given a lot of leeway in the learning process. In this way, students feel more engaged (i.e., active) in the learning experience and are more apt to retain what they have learned (Reuell, 2019).

II. Lesson Plan



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Phrasal Verbs Lesson Plan

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Part 1: General Description

Type of Course	(x) General English () English for Specific Purposes
Target audience	Age group: 19 to 22 years old. 2 nd to 4 th year university students whose majors are economics, law, or business administration English Proficiency level: High elementary to intermediate Class size: 20 students
Classroom equipment	40 PCs, a white projector screen, a projector, sound equipment for the projector, and a whiteboard
Lesson Aims	Help students learn grammatical structures of phrasal verbs used in various situations including: conversations, newspapers, magazines, and academic papers. Help students practice phrasal verbs.
Learning Objectives	At the end of this lesson, students should be able to: <ul style="list-style-type: none"> ○ Identify grammatical structures of phrasal verbs used in various situations. ○ Choose and apply one phrasal verb of interest by engaging in listening, reading activities.
Assumptions	Although students know some phrasal verbs such as “take off” and “give up,” they do not know either the basic grammatical structures of phrasal verbs or how to use them. Students do not know either separable phrasal verbs or how to use them. Students learned how to use COCA in a previous lesson. Class size does not affect this lesson because the class is conducted in a computer room where 40 PCs are available. Students can carry out the online lesson during the class.

<p>Assessment</p>	<p>Formative Assessment: Teacher assesses students' learning progress by monitoring their performance during activities and by having them answer fill-in-the-blank questions and listening questions.</p> <p>Summative Assessment: Teacher assesses students' achievement by assignments that require students to demonstrate what they have learned through activities, including running the Corpus of Contemporary American English (COCA).</p>
<p>Class time</p>	<p>90 minutes.</p>
<p>Resources (and links)</p>	<ol style="list-style-type: none"> 1. Everyday Grammar: Phrasal Verbs (VOA Learning English, 2016b), https://learningenglish.voanews.com/a/everyday-grammar-phrasal-verbs/3360414.html 2. Everyday Grammar: Introducing Phrasal Verbs (VOA Learning English, 2015a), https://learningenglish.voanews.com/a/3010474.html 3. Scripts of "Everyday Grammar: Grab Onto Phrasal Verbs" (VOA Learning English, 2016a), https://learningenglish.voanews.com/a/everyday-grammar-grab-onto-phrasal-verbs/3435383.html 4. Everyday Grammar: Learn 10 Separable Phrasal Verbs (VOA Learning English, 2017), https://learningenglish.voanews.com/a/learn-10-useul-separable-phrasal-verbs/3628393.html 5. Everyday Grammar: Our Top 10 Separable Phrasal Verbs (VOA Learning English, 2015d), https://learningenglish.voanews.com/a/3041885.html 6. Scripts of "Everyday Grammar: Our Top 10 Separable Phrasal Verbs" (VOA Learning English, 2015e), https://learningenglish.voanews.com/a/top-10-separable-phrasal-verbs/3041841.html 7. Everyday Grammar Introducing Phrasal Verbs Q1 (VOA Learning English, 2015b), https://learningenglish.voanews.com/a/3042136.html 8. Quiz Introducing Phrasal Verbs Reagan (VOA Learning English, 2015f), https://learningenglish.voanews.com/a/3042189.html 9. Everyday Grammar Introducing Phrasal Verbs Q3 (VOA Learning English, 2015c), https://learningenglish.voanews.com/a/3042166.html 10. Phrasal Verbs from American English at State FB (163 Photos) (American English, n.d.), https://www.facebook.com/pg/AmericanEnglishatState/photos/?tab=album&album_id=10152803685644123

Part 2: Materials development process

First, I came up with several grammar points that would be helpful for my students, after which I accessed the web resources mentioned in the lecture. After a few hours of searching, I decided to use phrasal verbs for the lesson. Some other candidates were: noncount nouns, *be supposed to*, the difference between *will* and *be going to*, and frequency adverbs. I thought that my students would appreciate learning phrasal verbs for the following reasons. Firstly, according to Resource 5, one phrasal verb is found in every 192 words of written English. Therefore, my students need to know the rules to use them appropriately. For this reason, I decided to use the prescriptive grammar approach by using instructional videos and sound clips. Secondly, phrasal verbs are so popular that they appear in various situations; that is, there is variation in grammar. For this reason, I decided to use the descriptive grammar approach by having them use COCA autonomously.

Fortunately, I was able to find abundant material that made my three ideas feasible:

- 1- To help my students picture the grammatical structure easily and prescriptively, they watch a short video clip (Resource 1). After I add some explanations, my students listen to a slightly longer sound clip to understand the structure more deeply (Resource 2). Then, they engage in fill-in-the-blank questions that I created from the script of the sound clip (Resource 3).
- 2- To apply their knowledge, students watch another short video clip about separable phrasal verbs (Resource 4). And again, after a brief explanation, they listen to another sound clip (Resource 5 with script, Resource 6). Then, my students engage in a listening/dictation activity to get used to some of the patterns of separable phrasal verbs (Resource 7 to 9). Through those two activities, I believe that my students will be able to understand the grammatical structure of phrasal verbs and acquire the ability to use them.
- 3- To introduce online resources to students for those who wish to learn English in a self-sustaining way in order to be able to continue learning English on their own after my course. For this reason, I utilized COCA and American English on the State Facebook page which was introduced in the lecture. For this lesson, the students choose a phrasal verb of interest to them from the website (Resource 10). By exploring how the phrasal verbs they chose are used, my students will have an opportunity to be exposed to authentic English, as well as resources for further self-study.

Part 3: Lesson Plan

Timing (minutes)	Stages	Interactions Ss/T T/Ss Ss/Ss	Aims
0	<p>Before the Class T puts on a song by the Beatles (The Beatles, 2015), "We can work it out." Ss enjoy the song for a while. (https://www.youtube.com/watch?v=Qyclqo_AV2M)</p>	T	T builds a safe environment for Ss.
5 5	<p>Warm up (with the music in the background)</p> <p>1) T asks Ss to form into groups of 2 or 3. T asks Ss what "work" and "out" mean respectively. Some Ss answer the question immediately. Then, T asks Ss what "work it out" means. A few Ss answer that "work it out" means "solve."</p> <p>2) T asks each group to find some other examples. After a few minutes, the groups share their ideas with the class voluntarily. (e.g. give up, take off) (Beatles songs are in the background during the activity)</p>	T/Ss Ss/Ss, Ss/T	Ss get interested and know the topic of the lesson
2 4 9 2 5 8	<p>Body</p> <p>Step 1 (15 mins)</p> <p>1) T shows a short video clip about phrasal verbs to the class (Resource 1).</p> <p>2) T plays a sound clip to the class (Resource 2, from time mark 3:30 to 5:10, from 5:38 to 6:00) and adds a brief explanation.</p> <p>3) T gives Ss a <u>fill-in-the-blank worksheet, Material 1</u>, and Ss engage in the activity in groups.</p> <p>Step 2 (15 mins)</p> <p>4) T shows a short video clip about separable phrasal verbs to the class (Resource 4).</p> <p>5) T plays a sound clip to the class (Resource 5, from time mark 0:34 to 4:40) and adds a brief explanation. [In the sound clip, the speaker refers to language experts who began to use computers to examine a large collection, or corpus. This will lead to the next activity smoothly.]</p> <p>6) T plays short sound clips (Resource 7, Resource 8, and Resource 9). T gives Ss a <u>listening/dictation worksheet, Material 2</u>, and Ss engage in the activity in groups.</p>	T/Ss T/Ss Ss/Ss T/Ss Ss/Ss	Ss learn the grammatical structure of phrasal verbs. Ss deepen their understanding of them. Ss learn how they are used. Ss learn separable phrasal verbs. Ss deepen their understanding of them. Ss learn how phrasal verbs are used.

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10	<p>Step 3 (40 mins)</p> <p>7) T asks Ss within the respective groups to choose a phrasal verb of interest to them. Each group accesses the website (Resource 10) and decides which phrasal verb to choose (e.g. cut in).</p>	Ss/Ss	Ss start to explore phrasal verbs autonomously.
30	<p>8) T asks Ss to launch COCA. Ss access COCA and follow the steps below (Material 3):</p> <ol style="list-style-type: none"> 1. Ss use the List function to look for the frequency of the verb in the phrasal verb that they chose (e.g. cut). 2. Ss confirm that the phrasal verb that they chose (e.g. cut in) is often used in sentences. 3. Ss identify common patterns or phrases other than the phrasal verb that they chose (e.g. cut back on, cut off). 4. Ss use the KWIC function to look at the types of words that follow the verb that they chose (e.g. Adverbs (back, down, and off) and prepositions (in and into) that follow cut.) 5. Ss create a phrasal verb chart which shows that the verb creates a variety of phrasal verbs. 	Ss/Ss	<p>Ss explore and learn the structure of phrasal verbs through a descriptive grammar approach. Ss also brush up their COCA operational skill.</p> <p>T walks around the classroom and monitors Ss' activity and conducts formative assessment.</p> <p>T answers questions if there are any.</p>
5	<p>Wrap up</p> <p>1) T wraps up the whole lesson, that is, the structure of phrasal verbs, their patterns, how they are used, and the importance of collaboration.</p>	T/Ss	Ss expand their understanding of phrasal verbs. Ss feel that their group can act as a unified team.
5	<p>2) T asks students to submit their work. T puts on a song by a-ha (a-ha, 2010), "Take on me," until class ends. Ss enjoy the song for a while. (https://www.youtube.com/watch?v=djV11Xbc914)</p>	Ss/T	Summative assessment.

Part 4: The complete and ready-to-use materials

Please take a look at the other files for Material 1, Material 2, and Material 3.

Fill-in-the-blank Worksheet

Complete the texts with the correct form of the phrasal verbs in the box.

put up with	look after	look up	look up to
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1. Let's start with the basic structure of phrasal verbs. A phrasal verb is a phrase with two or more words: a verb and a preposition or adverb or both. An example is in this sentence: "I _____ my cousin's phone number."

The verb is _____, and _____ is the adverb. The phrasal verb _____ means *to research* or *to search for*.

2. Some phrasal verbs allow an object to separate the phrase.

"I didn't know the number so I had to _____ it _____."

Here, the pronoun "it" stands for the object "number." Other phrasal verbs have to stay together. You can say that you care for someone with the phrasal verb _____

as in: "I _____ Andy's dog while he was on vacation."

But you cannot say: "I _____ his dog _____ while he was on vacation."

3. The first two kinds of phrasal verbs we looked at have two words. The next kind has three words. For example: "I _____ the noise of my neighbor's party because I knew it was his birthday."

Here, the phrasal verb _____ means *to tolerate*.

The verb _____ is followed by the particle "up" and the preposition _____. These phrasal verbs must have direct objects (in this case: "the noise").

4. Another three-part phrasal verb is _____. It means *to admire*. We can say: "She _____ her sister."

Here, "her sister" is the direct object. We cannot move "her sister" to any other place in the sentence, as in: "She _____ her sister _____."

ID: _____ Name: _____

Fill-in-the-blank Worksheet [Answers]

Complete the texts with the correct form of the phrasal verbs in the box.

put up with	look after	look up	look up to
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1. Let's start with the basic structure of phrasal verbs. A phrasal verb is a phrase with two or more words: a verb and a preposition or adverb or both. An example is in this sentence: "I looked up my cousin's phone number."

The verb is looked, and up is the adverb. The phrasal verb look up means *to research* or *to search for*.

2. Some phrasal verbs allow an object to separate the phrase.

"I didn't know the number so I had to look it up."

Here, the pronoun "it" stands for the object "number." Other phrasal verbs have to stay together. You can say that you care for someone with the phrasal verb look after as in:

"I looked after Andy's dog while he was on vacation."

But you cannot say: "I looked his dog after while he was on vacation."

3. The first two kinds of phrasal verbs we looked at have two words. The next kind has three words. For example: "I put up with the noise of my neighbor's party because I knew it was his birthday."

Here, the phrasal verb put up with means *to tolerate*.

The verb put is followed by the particle "up" and the preposition with.

These phrasal verbs must have a direct object (in this case: "the noise").

4. Another three-part phrasal verb is look up to. It means *to admire*.

We can say: "She looks up to her sister." Here, "her sister" is the direct object.

We cannot move "her sister" to any other place in the sentence, as in:

"She looks her sister up to."

ID: _____ Name: _____

Fill-in-the-blank Worksheet [Original]

The following is an excerpt from Resource 3: Scripts of “Everyday Grammar: Grab Onto Phrasal Verbs,” (VOA Learning English, 2016a)

<https://learningenglish.voanews.com/a/everyday-grammar-grab-onto-phrasal-verbs/3435383.html>

The structure of phrasal verbs

Let’s start with the basic structure of phrasal verbs. A phrasal verb is a phrase with two or more words: a verb and a preposition or adverb or both. An example is in this sentence: “I looked up my cousin’s phone number.” The verb is “look,” and “up” is the adverb. The phrasal verb “look up” means *to research* or *to search for*.

Some phrasal verbs allow an object to separate the phrase. “I didn’t know the number so I had to look it up.” Here, the pronoun “it” stands for the object “number.” Other phrasal verbs have to stay together. You can say you care for someone with the phrasal verb “look after” as in: “I looked after Andy’s dog while he was on vacation.” But you cannot say, “I looked his dog after while he was on vacation.”

The first two kinds of phrasal verbs we looked at have two words. The next kind has three words. For example, “I put up with the noise of my neighbor’s party because I knew it was his birthday.” Here, the phrasal verb “put up with” means *to tolerate*. The verb “put” is followed by the particle “up” and the preposition “with” followed by an object (“the noise”). These phrasal verbs must have direct objects. For example, we cannot say: “I put up with because I knew it was his birthday.” Let’s look at some examples.

“Carrie asked me to help out with the cooking.” Here, we can substitute the single verb *assist* for the phrasal verb “help out.” However, we need to keep the preposition “with” when we paraphrase the sentence, as in: “Carrie asked me to assist with the cooking.”

Another three-part phrasal verb is look up to. It means *to admire*. We can say: “She looks up to her sister.” Here, “sister” is the direct object. We cannot move “sister” to any other place in the sentence, as in “She looks her sister up to.”

Listening/Dictation Worksheet

Listen to each sound clip and dictate what s/he says.

Question 1.

“Please _____.”

In your native language, this

means _____.

“I think _____.”

In your native language, this

means _____.

Question 2.

In 1987, U.S. President Ronald Reagan visited West Germany. He told a crowd in the divided city of Berlin,

“Mr. Gorbachev, _____!”

Question 3.

“_____.”

Question 4.

According to the sound clip, are the following sentences grammatically correct or wrong?

“I decided to throw my old jeans out.” *correct / wrong*

“Are you sure you want to throw them out?” *correct / wrong*

“Are you sure you want to throw out them?” *correct / wrong*

ID: _____ Name: _____

Listening/Dictation Worksheet [Answers]

Listen to each sound clip and dictate what s/he says.

Question 1.

“Please put the lamp on the desk.”

In your native language, this
means _____.

“I think you're putting me on.”

In your native language, this
means _____.

Question 2.

In 1987, U.S. President Ronald Reagan visited West Germany. He told a crowd in the divided city of Berlin,

“Mr. Gorbachev, tear down this wall!”

Question 3.

“I decided to throw out my old jeans.”

Question 4.

According to the sound clip, are the following sentences grammatically correct or wrong?

“I decided to throw my old jeans out.” correct / wrong

“Are you sure you want to throw them out?” correct / wrong

“Are you sure you want to throw out them?” correct / wrong

ID: _____ Name: _____

Listening/Dictation Worksheet [Original]

The following is an excerpt from Resource 6: Scripts of “Everyday Grammar: Our Top 10 Separable Phrasal Verbs,” (VOA Learning English, 2015e)

<https://learningenglish.voanews.com/a/top-10-separable-phrasal-verbs/3041841.html>

As you know, a phrasal verb is a phrase with two or more words: a verb and a preposition or adverb or both. We call the preposition or adverb a particle when it combines with a verb. Here are two examples:

“Please put the lamp on the desk.” “I think you're putting me on.”

In the first sentence, “on” is a preposition showing the position of the lamp. In the second sentence, “on” is an adverbial particle. “Put on” is a phrasal verb meaning “to fool” or “to trick” in this sentence.

An important point is that a regular verb + preposition combination has two meanings. A phrasal verb, that is, a verb + particle, has a single meaning within a sentence. Many phrasal verbs have a number of different meanings, and the meanings depend on the different situations. Yet the meaning of the verb + particle can usually be expressed with a single Latin-based verb. Here are two sentences with the same meaning:

“They tore down the old building.” “They demolished the old building.”

The verb “tear” has its own meaning, and so does the preposition “down”. They can combine with other words when they are alone. But as a phrasal verb, “tear down,” they have only one meaning: “destroy.”

In 1987, U.S. President Ronald Reagan visited West Germany. He told a crowd in the divided city of Berlin: “Mr. Gorbachev, tear down this wall!”

Now for the tricky part. You know that some verbs are transitive, which means they have a direct object. When such verbs appear as phrasal verbs, an object can either separate the phrase or follow it. Here’s an example.

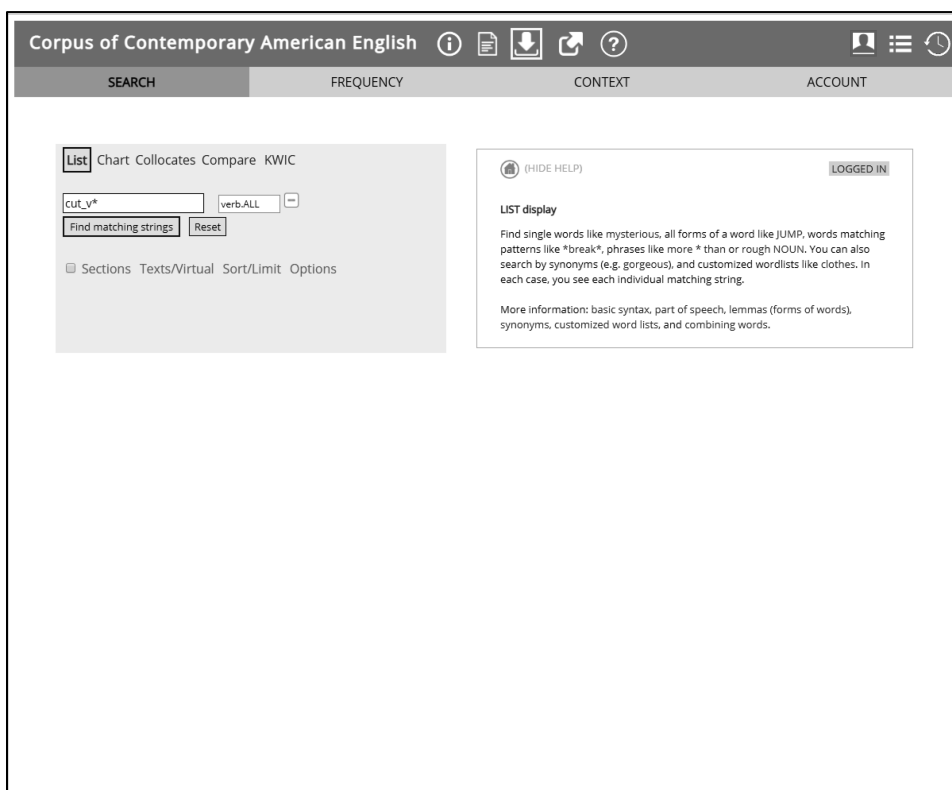
“I decided to throw out my old jeans.” “I decided to throw my old jeans out.”

Both of these sentences are correct. The object of the phrasal verb “throw out” is jeans. You can use a pronoun instead of jeans and ask: “Are you sure you want to throw them out?”

However, you cannot ask, “Are you sure you want to throw out them?” Here, the pronoun “them” must appear between the verb and the particle.

The following screenshots are to illustrate the steps that students should take. Please see Step 3 activity in Part 3: Lesson Plan for details. I assume that “cut in” is the phrasal verb that a group of students has chosen.

0. Ss choose a phrasal verb of interest to them in a group. Let us say it is “cut in.”
1. Ss use the List function to look for the frequency of the verb in the phrasal verb that they chose (i.e. cut).



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2. Ss find that the frequency of cut as a verb is 101,499.

The screenshot shows the COCA interface with the search term 'cut'. The frequency is 101,499. The interface includes tabs for SEARCH, FREQUENCY, CONTEXT, and ACCOUNT. Below the search bar, there are options for 'CONTEXT', 'ALL FORMS (SAMPLE): 100 200 500', and 'FREQ'. The search results are displayed in a table with columns for rank, word, and frequency.

3. Ss confirm that the phrasal verb that they chose (i.e. cut in) is often used in sentences.

The screenshot shows the COCA interface with the search term 'cut in'. The frequency is 101,499. The interface includes tabs for SEARCH, FREQUENCY, CONTEXT, and ACCOUNT. Below the search bar, there are options for 'CONTEXT', 'ALL FORMS (SAMPLE): 100 200 500', and 'FREQ'. The search results are displayed in a table with columns for rank, word, and frequency. The results show various examples of 'cut in' used in different contexts.

4. Ss identify common patterns or phrases other than the phrasal verb that they chose (e.g. cut back on, cut off, cut out).

SEARCH	FREQUENCY	CONTEXT	ACCOUNT
20 2017 ACAD Texas Law Review	A B C	2005, at 13, 13. In recent years, the DOJ has significantly cut back on the type of conditions that can be imposed on corporations under OSHA	
21 2017 ACAD Stanford Law Review	A B C	necessarily listeners. # But it is equally if not more likely that evidence will cut against the majority's position. In that case, either the dissent i	
22 2017 ACAD The Middle East Journal	A B C	the next three years. This restraint was likely due to Nasser's efforts to cut a peace deal with Saudi Arabia and to Cairo's deteriorating relatio	
23 2017 ACAD Washington Law Review	A B C	to inhibit the positive contributions nonprofits make to society. A narrow exception can instead cut along already existing lines to provide m	
24 2017 ACAD Vanderbilt Law Review	A B C	attacks asserted on Twitter or Snapchat posts, and immediately, albeit only temporarily, cut off internet services to the pinpoint location of a	
25 2017 ACAD Stanford Law Review	A B C	Amy J.C. Cutler et al., When Professionals Become Mothers, Washm Daren Cut the Ice, 60 J. Soc. Issues 701, 713 (2004)	
26 2017 ACAD Texas Law Review	A B C	, https://perma.cc/86SP-294H . # 5. Charles Silver & Lynn Baker, I Cut, You Choose: The Role of Plaintiff's Counsel in Allocating Settlement	
27 2017 ACAD Vanderbilt Law Review	A B C	# 41. Merrill Matthews, Doctors Face a Huge Medicare and Medicaid Pay Cut in 2015, FORBES (Jan. 5, 2015), https://perma.cc/075N-	
28 2017 ACAD The American Bankruptcy Law Journal	A B C	Bankruptcy Code. # 28This assertion holds notwithstanding the fact that Congress has modestly cut back on the chapter 11-like features in c	
29 2017 ACAD Washington Law Review	A B C	refrain has been the claim that there is no need to raise taxes or to cut spending. I'd instead, politicians have often asserted that the nation	
30 2017 ACAD Washington Law Review	A B C	to confront difficult political choices. Would they raise marginal tax rates? Would they cut their favorite spending program? Would they recon	
31 2017 ACAD Washington Law Review	A B C	cynical recipe for a self-fulfilling disaster: Give the agency more and more work. Cut its budget. Blame it for failing to do its job. Repeat."	
32 2017 ACAD Insight Turkey	A B C	fight, we will keep on taking steps for this sake. But we would cut off the meetings if there remains no fight." In January 2013, a	
33 2017 ACAD The Independent Review	A B C	lot of time in Scandinavia, where I believe countries legislate out creativity. They cut off the tall trees. Everyone's a Communist. I came to Americ	
34 2017 ACAD J. of Maritime Law and Commerce	A B C	the adoption of measures consistent with that agreement by RFMOs. Such measures will cut off port access to illegal fishes. # Finally, the Pe	
35 2017 ACAD J. of Maritime Law and Commerce	A B C	the coastal State. # * In localities where the coastline is deeply indented and cut into, or if there is a fringe of islands along the coast in its	
36 2017 ACAD J. of Maritime Law and Commerce	A B C	Oct. 27, 2016), available at https://www.washingtonpost.com/news/energy-environment/wp/2016/10/27/this-would-also-cut-scottish-whiting-catches-to-zero-while-celtic-cod-and-irish-salmon-catches-will-be-trimmed-by-a-hefty-62-percent-the-move-to-cut-sea-bass-catches-from-570-tonnes-a-year-to-zero-follows-what-the-eu/	
37 2017 ACAD J. of Maritime Law and Commerce	A B C	the Irish Sea will be trimmed by a hefty 62%. The move, to cut sea bass catches from 570 tonnes a year to zero, follows what the EU	
38 2017 ACAD Vanderbilt Law Review	A B C	of the law imperatively require (c.81 # In 1887, Congress enacted important legislation that cut back on jurisdiction, especially <i>jurisdi</i>	
39 2017 ACAD Washington Law Review	A B C	being the prime example. "); Charles Silver & Lynn Baker, I Cut, You Choose: The Role of Plaintiff's Counsel in Allocating Settlements Proceeds,	
40 2017 ACAD Washington Law Review	A B C	class counsel until the case is certified, attorneys jockeying for position might attempt to cut a deal with defendants by underselling the plan	
42 2017 ACAD Texas Law Review	A B C	: https://perma.cc/Q2VB-URZL . # 18. Louis Nelson, Obama Says He Told Putin to Cut It Out on Russia Hacking, POLITICO (Dec. 16, 2016),	
43 2017 ACAD Stanford Law Review	A B C	with a scenario in which defendants detained for the first time are particularly eager to cut a deal to escape custody as quickly as possible; m	
44 2017 ACAD Stanford Law Review	A B C	against Defendant B, who does not. # Given that these various potential mechanisms cut in opposite directions, it is not apparent on a theor	
45 2017 ACAD Iowa Law Review	A B C	of the death of Trayvon Martin, the African American teenager whose life was tragically cut short when George Zimmerman, the neighborho	
46 2017 ACAD Iowa Law Review	A B C	comprised 20% of the Retreat at Twin Lakes residents by February of 2012 does not cut against the argument that residents were working to	
47 2017 ACAD Chasqui	A B C	Sacred # For Jean-Luc Nancy, the sacred " is set aside, removed, cut off. In one sense, then, religion and the sacred are opposed,	
48 2017 ACAD Chasqui	A B C	sense, still belongs to the realm of the sacred (as that which is cut off from the polis, from the law, from sacred rituals) and so	
49 2017 ACAD Chasqui	A B C	from sacred rituals) and so does taxable life (as that which has been cut off from history, from politics, from sacred rituals). The sacred thus "	
50 2017 ACAD Journalism History	A B C	. First, there was already rancor among the government officials who had not been cut in on the proceeds of the scam. # Second, the story t	
51 2017 ACAD Journalism History	A B C	# One man, unable to face the thoughts of a return to Germany, cut his wrists and threw himself overboard. Rescued by Cuban officials, he w	

5. Ss use the KWIC function to look at the types of words that follow the verb they chose (i.e. cut).

The screenshot shows the KWIC (Keyword in Context) display interface. It includes a search bar with the keyword 'cut,*' and a 'KEYWORD IN CONTEXT (KWIC)' button. Below the search bar, there are navigation controls for sorting and displaying results. The main area shows the KWIC display for the keyword 'cut,*', with a list of results and a 'Reset' button. The interface also includes a 'LOGGED IN' status and a 'HOW TO DO IT' section explaining the KWIC display function.

7. Ss create a phrasal verb chart which shows that the verb creates a variety of phrasal verbs. Ss can use their dictionaries. The chart below is a screenshot from Resource 10.

The infographic is titled "Phrasal Verbs" and features a large central circle with the word "CUT" inside. It lists four phrasal verbs, each with a pair of scissors icon:

- cut back on (something)**
 - to consume less
 - Sam cut back on sugary sweets.
- cut in**
 - to interrupt a conversation
 - I was trying to talk to Ben, but my sister kept cutting in.
- cut (someone) off**
 - to take out of a will; disinherit
 - His parents cut him off after he quit college.
- cut (something) out**
 - to remove something smaller from something larger
 - I cut the article out of the newspaper.

The social media post is from "American English at State" and includes a text introduction: "Let's 'CUT to the chase' (get directly to the point): it helps to learn phrasal verbs by theme or by verb. Today's verb is 'cut.'" It also shows a comment thread with replies from Rocio Jiménez and Ngan Ho.

8. [Optional] T can show Ss YouTube video clips,
“Phrasal Verb Cut Part 1” (Smith, 2017a),
<https://www.youtube.com/watch?v=3RxoIH0COhA>,
“Phrasal Verb Cut Part 2” (Smith, 2017b),
<https://www.youtube.com/watch?v=qYzI0v31Iag>.

III. Concluding Remarks

In most cases, teaching grammar, vocabulary and spelling does not inspire much enthusiasm from students. This can hold true for teaching phrasal verbs, which can have a myriad of meanings depending on the situation, along with pitch/tone of voice, which may cause students to give up. However, getting the students to engage in the learning process can facilitate much more enthusiasm and retention in the long run. This lesson plan has engagement in mind, using technology and the information readily available on the Internet to draw students into the learning process.

Another positive point of this lesson plan is that it does not merely rely on the Internet. There are aural/visual exercises as well as quizzes to reinforce learning. Group work is also emphasized in order to create an environment that puts students more at ease in trying new things and having new ideas.

Of course, not all lesson plans are perfect. Access to computers in the right setting is important, as well as being familiar with computers and the Internet. Students must be first taught about COCA and how to use the site. Small, more homogeneous corpora can work better in learning environments (Braun, 2005) (Kaltenböck & Mehlmauer-Larcher, 2005). Suggested minutes for each part of the lesson plan may also not be realistic and instructors may have to adjust or extend the number of classes to cover the lesson plan.

However, all in all, the lesson plan gives an instructor a firm springboard for future classes for any number of lessons that deal with English lexicon.

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