THE COBUILD SERIES

/from/
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Chapter 1: Simple Patterns

1 V
The verb can be used on its own, without anything following it.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meeting</td>
<td>had ended.</td>
<td></td>
</tr>
<tr>
<td>The amount of desert in the world</td>
<td>is increasing.</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>laughed</td>
<td>softly.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject</td>
<td>didn't come</td>
<td>up.</td>
</tr>
<tr>
<td>All the lights</td>
<td>went</td>
<td>off.</td>
</tr>
<tr>
<td>He</td>
<td>sat</td>
<td>down.</td>
</tr>
</tbody>
</table>

Many verbs are used with this pattern only when something involved in the action, apart from the Subject, has already been mentioned or indicated. For example, in the case of refuse, you need to have been told what someone refuses to do, as in A colleague urged him to see a psychiatrist, but he refused. Some verbs of this kind fit into one of the meaning groups below; the remainder are listed in section (ii) of the 'Verbs with other meanings' group.

Verbs with this pattern belong to the following meaning groups:

1 The `move' group
2 The `turn' group
3 The `leave' group
4 The `hang around' group
5 The `join in' group
6 The `move around' group
7 The `set' group
8 The `try' group
9 The `change' group
10 The `benefit' group
11 The `matter' group
12 The `succeed' and `fail' group
13 The `operate' group
14 The `start' and `break'
15 The `begin' group
16 The `continue' group
17 The `come back' group
18 The `think' and `watch' group
19 The `speak' group
20 The `call' group
21 The `ring' group
22 The `ring' group
V is the second most frequent verb pattern in English. The lists below contain only verbs among the 500 most frequently occurring verbs in the Bank of English. A typical Subject is indicated in brackets where this is helpful.

Verbs with the pattern \texttt{pl-n V} or \texttt{pl-n V P} are \textbf{reciprocal verbs}, which are described in Chapter 6 and are not included in this section.

1 The `move' group

These verbs are concerned with moving or being somewhere. This includes:

- moving in a particular direction e.g. advance, back up
- moving in a particular way e.g. run
- being in a particular position e.g. lie around
- arriving somewhere e.g. arrive, land, show up
- staying somewhere e.g. remain, stay, stick around
- ceasing to move e.g. stop
- part of something breaking off e.g. break off, fall off

With many of these verbs, for example arrive and close in, the place involved must have been mentioned or indicated.

As they \textbf{advanced}, the boys beamed their flashlights in every direction. She returned to the cabin. George \textbf{had just arrived}. He found a part of the arrow that \textbf{had broken off}. The Ancients went to bed when the sun \textbf{went down} and arose as the sun \textbf{rose}. I don't smoke, so there are no dirty ashtrays \textbf{lying around} to upset her. The elevator began to \textbf{move} again, but now it moved up. Now that you've reminded me I guess I \textbf{can stick around} for four or five days longer. The car slowed and \textbf{stopped}.

The verbs \textit{gather} and \textit{spread out} always have a plural Subject.

\textit{The forces \textbf{will then spread out}, securing roads and protecting food convoys to the interior.}
2 The `turn' group

These verbs indicate that someone or something changes posture, arrangement, or orientation, but does not move from one place to another. This includes:

- turning
- opening and closing
- continually moving e.g. beat, shake
- moving a limb or limbs e.g. hit out, kick
- standing up and sitting down
- falling down

Kelly's heart was beating so hard she could barely breathe.
When I saw him lying on the floor, I thought he had just fallen over and hit himself on the head.
A hand groped swiftly and expertly in his bush-jacket pocket; he hit out wildly.
At this moment the screen door opened and John McGinnis emerged.
Her eyes were full of fear, and her hand shook slightly as she ate.
He stood up and went to the door.
She turned and stared at him.
Ross hit the brakes but the car turned over and crashed into a tree.
These verbs are concerned with leaving a place, position, or situation. We include here want out, which indicates that someone wants to escape from a situation. With these verbs, the place, position, or situation involved must usually have been mentioned or indicated.

‘Go away!’ Erin shouted.
Menti shook hands with her and left.
The senator said Arnett had been in Vietnam after the US troops pulled out.
The rebels are trying to force the President to resign.

disappear escape flee go leave move resign retire withdraw

back away back off break away break out check out clear off clear out eat away eat off eat out make off move away move off move on move out move over move up to move up move back pull out push off run away set forth set off set out stand down step down take off walk away walk out want out

4 The `hang around' group

These verbs are concerned with waiting, not doing much, or not acting.

We hung around for an hour as an endless stream of young people came in and out of the shop.
‘Hang on,’ Joe said. ‘I'll get you a bag.’
Isn't air travel too important for governments to stand by while the industry collapses?
What kept him? I've been waiting for hours.

wait

hang about hang around/round hang on hang out hold off hold on lie around/about sit around/about sit by stand back stand by wait around/about wait in wait up

5 The `join in' group

These verbs are concerned with getting involved in an activity or situation. The activity or situation must usually have been mentioned or indicated.

She got up to prepare supper. ‘Can I help?’ asked Polly.
People soon stop talking when I join in.
Those who were fit and of fighting age hurried to join up.
People were asking him to step in and save the country.
6 The `compete' group

These verbs are concerned with being involved in a competition of some kind. The competition must usually have been mentioned or indicated.

Boys, grades 5-12, and girls, grades 9-12, are eligible to compete. He is `highly unlikely' to be fit to run in Birmingham in 10 days' time. A presidential election is due in March. The current President, who has ruled the islands for 15 years, has judged it wise not to stand.

7 The `carry on' group

These verbs are concerned with continuing to do something, or doing something you have planned. The activity or project involved must have been mentioned or indicated.

It is understood that although Jo was not seriously hurt, she was too shaken to carry on.

If you are thinking of selling at auction, here are some key terms and points to bear you go ahead.

8 The `back out' group

These verbs are concerned with not doing something you had planned or promised to do, or being reluctant to get involved in something. The activity or situation involved must have been mentioned or indicated.

It's too late, we made a deal and we're exchanging documents, we can't back out now. After a month of increasingly violent student demonstrations, the government has decided, once again, to climb down. Barron invited her to accompany him to the Kempton races and she agreed. But she caught 'flu and had to cry off. GA's new plan is aimed at galvanising potential buyers who have been holding back for fear of getting caught in the same net.
9 The `change' group

These verbs are concerned with changing. This includes:

- increasing and decreasing
- improving and deteriorating e.g. improve, suffer
- becoming older e.g. age, grow up
- undergoing a physical or chemical change e.g. break down, cook, set

These substances break down in the liver to form toxins. Through the 10 million years of human evolution, the Earth's climate has changed considerably. It is worth knowing that many hotel and tour prices drop dramatically after 1 May. He can't face the fact that we're growing up and that we want to do our own thing. The construction business appears to be picking up. Then he saw the line was perfect, and he relaxed. Place the pan under a hot grill for a further three or four minutes until the omelette has set and the top is golden. Your home life may suffer because of work pressures.

10 The `benefit' group

These verbs indicate that something happens to the Subject or is done to the Subject. For example, if a city falls, it is captured by an enemy. This includes something being learned about, perceived, or found. For example, if news gets out, it becomes known; if the sun comes out, clouds move away from it and it becomes visible. We include here wait: if you say that something can wait, you mean you will not deal with it until later.

If subsidies and tariffs are removed, each country can specialise in those
things it grows or makes best, and everybody will benefit. The veins in the liver block up, and all sorts of damage follows. The sun came out briefly, and then dipped behind the dull grey clouds again. A top-level security investigation has been mounted to find out how the news got out. When there is a demand, a product will sell.

benefit break (News) clear (A cheque) emerge fall (A president) fall (A city) fall (A wicket) fill (A container) freeze (A pipe) hang (A criminal) mark (A surface) run (A newspaper article) sell be showing (A film) suffer (can) wait

block up come along come back come out (A fact) come out (The sun) come up (A topic) come up (A court case) fill up fly (Rumours) freeze up get about (News) get around/round (News) get out (News) go around/round (A story) go in (The sun) go out (A message) go out (A programme) go up (A new building) lose out open up show up slip through turn up wash out (A stain)

11 The `matter' group

These verbs indicate that someone or something has a particular quality or is in a particular state. This includes:

- having a particular shape e.g. fall away
- being judged to have a particular quality e.g. appeal, matter
- being able to do something e.g. extend, keep

Well, you're alive, and that's what counts. If you need a table which extends to accommodate extra guests, look for one with an extra leaf or slot-in extension. To the south the garden falls away in terraces to an ornamental lake. She was getting on, but she could still see straight, believe you me. My throat hurts. The house was run down but that didn't matter, she was out every night. What makes her stand out is her personality.

appeal burn carry (Sound) count (will) do be expecting extend (A table) fit freeze go help hold hurt (Part of your body) be hurting keep (Food) last lie list (A ship) (not) matter pay (A job) pay (Crime) ring rise (Land) shake (Your voice) show smoke suffer swim (The room) swim (Your head) turn (A road) vary (will not) wash

add in beat down (The sun) come through (A quality) drop away (Land) fall away (Land) be gone

12 The `succeed' and `fail' group
These verbs are concerned with being successful, failing, or coping. The Subject may be human or inanimate. We include here verbs such as *hold* and *fall down*, which indicate how successful an argument or theory is. We also include *go down*, *go up*, *move down*, and *move up*, which indicate that someone or something moves to a lower or higher rank.

With many of these verbs, for example *fail* 1 and *succeed* 1 (which have a human Subject), the action or thing involved must have been mentioned or indicated.

Many are finding it difficult to *cope* because of unpaid wages and lost savings.
New business schools at Oxford and Cambridge promise fresh methods of management education. *Can* they *deliver*?
Joseph’s return looks the only likely change from the team which *drew* at Sheffield United in midweek.
Other swimmers got him ashore, but attempts to revive him *failed*.
This model *falls down*, though, when we look for real examples of the application of scientific knowledge to commerce and industry.
The gamble *has paid off*. Ratings have shot up beyond all projections.
I’ve made a big effort to improve my discipline and, to a large extent, I think I’ve *succeeded*.
Didn’t I tell you things *would work out*?

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**The `operate' group**

These verbs indicate that something such as a machine, substance, or organization functions.

*The drug acts* by binding fats coming through the digestive tract.
*The bomb went off* as a police vehicle was passing nearby.
*Keep away from the cutters when the machine is running.*
*In severe weather, railways often continue to operate* when roads and airports are closed.
act (A force or substance)  focus (Your eyes)  go meet (A committee)  operate roll (Cameras)  run
take (A dye) work

go off (A bomb)

14 The `start' and `break' group

These verbs indicate that something such as a machine, object, or organization starts to function, or ceases to function or exist. We include here verbs indicating that someone dies.

I was worried that the rope might break.
Many of the victims are students who died when their university building collapsed.
The green light went out. A red light came on.
She looked frail and tired. I hoped the tablets would kick in soon.
His new shop opens today at 659 Fulham Road.
Each year from then on he helped with the harvesting and sorting until he passed away in 1981.
They climbed into the van and, for once, the engine started at the first turn of the key.

15 The `begin' and `stop' group

These verbs are concerned with beginning or stopping. They can be divided into two groups.

(i) Verbs with inanimate Subjects. This includes:

- events or situations beginning or ending e.g. begin, finish
- natural or abstract things coming into existence or disappearing e.g. clear, develop
- a type of thing coming into existence or disappearing e.g. appear, die out

That year the first illustrated weekly appeared in London.
The talks began on Monday and continued late into Tuesday evening.
The fog cleared and the sun came out.
After the 18th treatment the symptoms disappeared completely.
Senior officials have said that oil supplies will run out at the end of the week.
The rain had stopped.
The initial euphoria may wear off quickly, however.

(ii) Verbs with human Subjects. This includes:

- starting or stopping in general e.g. start over, stop
- starting or stopping doing a particular kind of thing e.g. shut up, strike up

With verbs concerned with starting or stopping in general, the activity involved must have been mentioned or indicated.

We'll never finish in time.
She rang off and Devlin replaced the receiver.
Shut up and let me think, can't you?
So how can I quit and start over in another profession?

Just as we had finally fallen asleep, a street band struck up and firecrackers exploded on every corner.

16 The `occur' group

These verbs indicate that something exists or happens. This includes:

- sounds and natural phenomena occurring e.g. blow, play
- something continuing to exist or happen e.g. last
- something being about to occur e.g. approach, threaten
- time passing e.g. go by, wear on

We also include here be lacking, which indicates that something does not exist.

Evening was approaching.
Tonight the Palace was dark and a bitter wind blew.
They're not in a position to go back to their homes because their homes no longer exist. But as the hours went by, they began to grow anxious. ‘What's going on?’ demanded Bunbury. There had been a gentleness in Lonnie that was lacking in his twin brother. The Loire Valley was beautiful, but Janet's contentment didn't last. The accident occurred when the south-bound Number Four train on the Lexington Avenue line jumped the rails as the train switched tracks. There was music playing on a lower floor.

Tight trousers are coming back. Liz has come up with some original eye-stopping designs that won't date and are super comfortable.

17 The ‘come back’ group

These verbs indicate that a type of thing becomes popular or stops being popular. We include here date, which indicates that something comes to be regarded as old-fashioned.

18 The ‘think' and ‘watch' group

These verbs are concerned with thinking, perceiving, and paying attention. The thing or matter involved must usually have been mentioned or indicated.

‘Are you going to the Christmas lunch? Or are you going to come straight back?’ ‘We haven't decided yet.' Passers-by looked on aghast as the driver mowed her down. Mack smiled, but she didn't notice. She pauses and thinks for a moment. If the players are interesting, people will turn out and watch.
19 The `speak' group

These verbs are concerned with saying something. The thing or matter involved must usually have been mentioned or indicated. We include here break in and cut in, which indicate that someone interrupts someone else.

Arvo cut in swiftly. `I know about quite a lot of things but I don't always talk about them.'
It matters more than you realize. Let me explain.
More companies than we know about get stung, but they are usually too embarrassed to own up.
`This is your last chance,' her father said. Erin didn't reply.
He never spoke unless he was spoken to.

20 The `call' group

These verbs are concerned with visiting, phoning, or writing to someone. The person involved must have been mentioned or indicated.

Just before school closed yesterday afternoon two policemen in plain clothes had called.
In the evenings Beatty would drop by to dine with her or take her out for a drive.
Hoffman said he would ring back at 4 p.m.
`I'll write,' he promised.

21 The `ring' group
These verbs indicate that something makes a sound.

When the final whistle **blew**, a lot of fans came onto the pitch. Well, when the alarm **went off**, everyone ran for the door. She could hear a record **playing**. Davin pressed the button and heard a bell **ring** inside.

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td></td>
</tr>
<tr>
<td>blow</td>
<td></td>
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<tr>
<td>go</td>
<td></td>
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<tr>
<td>knock (Pipes)</td>
<td></td>
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<tr>
<td>play (A musical instrument)</td>
<td></td>
</tr>
<tr>
<td>play (A record)</td>
<td></td>
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<tr>
<td>ring</td>
<td></td>
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<tr>
<td>sing</td>
<td></td>
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<tr>
<td>sound</td>
<td></td>
</tr>
<tr>
<td>strike (A clock)</td>
<td></td>
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<tr>
<td>go off</td>
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</table>

22 The `laugh' group

These verbs indicate that someone makes a sound or puts on an expression, or that someone's body does something involuntarily.

If you find it hard to **drop off** at night but are wary of sleeping pills, this could be the answer. He launched into a fine imitation of Joan when she is nagging. We both **laughed**. Then they both drank so much that they **passed out** in their hotel. She **smiled** weakly.

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
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</thead>
<tbody>
<tr>
<td>cry</td>
<td></td>
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<tr>
<td>jump</td>
<td></td>
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<tr>
<td>laugh</td>
<td></td>
</tr>
<tr>
<td>roll (Your eyes)</td>
<td></td>
</tr>
<tr>
<td>run (Your nose)</td>
<td></td>
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<tr>
<td>sleep</td>
<td></td>
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<tr>
<td>smile</td>
<td></td>
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<tr>
<td>start</td>
<td></td>
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<tr>
<td>break down</td>
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<tr>
<td>come around/round</td>
<td></td>
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<td>come to</td>
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<tr>
<td>cry out</td>
<td></td>
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<tr>
<td>drop off</td>
<td></td>
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<tr>
<td>fall about</td>
<td></td>
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<tr>
<td>get off</td>
<td></td>
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<tr>
<td>pass out</td>
<td></td>
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<tr>
<td>throw up</td>
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</table>

23 The `knock' group

These verbs are concerned with hitting, holding, or exerting force on something. The thing involved must have been mentioned or indicated.

Jupe caught his arm and **held on**. Erin stopped outside Room 13 and **knocked**. Wheeler clenched his jaw, caught Baker's shirt under the neck and **pulled** with all his strength, dragging Baker back from the edge.

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>kick</td>
<td></td>
</tr>
<tr>
<td>knock</td>
<td></td>
</tr>
<tr>
<td>pull</td>
<td></td>
</tr>
<tr>
<td>push</td>
<td></td>
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<tr>
<td>bear down</td>
<td></td>
</tr>
<tr>
<td>hang on</td>
<td></td>
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<tr>
<td>hit back</td>
<td></td>
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<tr>
<td>hold on</td>
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</table>

24 Verbs with other meanings
There are many other verbs with this pattern. They can be divided into three groups.

(i) Verbs where something else involved in the action does not need to have been mentioned or indicated already. This includes:

- everyday activities e.g. dress, wash
- ways of earning a living e.g. act, teach

The Subject usually indicates a human being.

At 16, she failed to graduate, left school and announced to her family that she wanted to act. I blew up sometimes, told him to shut up, 'cause he was so nasty. From an early age he loved to draw and paint. Rupert Welch scored twice for Southgate. But before you sell up and move, you should look long and hard at your hopes and motives. Members of the third group have a tendency to show off, to dramatize almost every situation. I unpacked my small case, washed and changed. I got up early every morning and went to work and worked hard all day.

(ii) Verbs where something else involved in the action must have been mentioned or indicated already.

The Subject usually indicates a human being.

I actually went and had a look round the school, but I didn't particularly like the people and I decided I wasn't going to apply. We are prepared to attack, if necessary, tomorrow. Oh God. Patients' records are sacrosanct. Hilde will go berserk when she
finds out.
For Kirston it was very definitely a relief to be away from her old school where she felt she really didn't fit in. When the police investigated they could find no one among the neighbours who had noticed anything wrong. Suppose we meet somewhere for a drink? I'll pay. I went to Dent's to get some more books 'cos I've run out.

The verbs demand and go around have this pattern mainly in one fairly fixed phrase, as shown in the examples below.

She could be very charming *when the occasion demanded.*
The food queues have become a daily occurrence across the country. There is never *enough to go round* and tempers are frayed.

(iii) Verbs where the other thing or person involved is unspecified or general. For example, if people want to adopt, they want to adopt an unspecified child; people who steal take things in general.

Some of the verbs in the previous lists sometimes have this meaning, especially when used in the present tense or in the to-infinitive form. The following verbs are ones which frequently have this meaning.

*He could build a two-story addition to the rear of the house, providing he didn't add on at ground level.*
Under the present law only married couples or single people are allowed to adopt.

`Have you eaten yet?' `Yes, thanks. I had dinner on the road.'
Her book analyses why women kill and how the law treats them.
a) This structure has no passive.

b) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

2 V n
The verb is followed by a noun group. The passive pattern is be V-ed.

This pattern has three structures:

- Structure I: Verb with Complement
  *He was my friend.*
- Structure II: Verb with Object
  *The thieves broke a window.*
- Structure III: Verb with Adjunct
  *Children don't talk that way.*

Structure I: Verb with Complement

\[
\begin{array}{|c|c|c|}
\hline
\text{Subject} & \text{Verb group} & \text{noun group} \\
\hline
\text{My husband} & \text{is} & \text{a doctor.} \\
\text{He} & \text{can leave} & \text{a free man.} \\
\text{I} & \text{won't play} & \text{the hypocrite.} \\
\hline
\end{array}
\]

Verbs with this structure belong to the following meaning groups:

- I.1 The `be' group
- I.2 The `become' group
- I.3 The `seem' group

I.1 The `be' group

These verbs indicate that a person or thing is something. They are all link verbs (see Chapter 5). We include here verbs such as *comprise 2* and *make up*, where the Subject indicates the parts, members, or elements of something, and *comprise 1*, where the Complement indicates the parts of something.
That story is a good example of Crane's greatness as a writer.
How many players comprise a team in netball?
The information pack comprises 15 single sheets, each devoted to a separate subject.
The proposal said the expanded brigade could form the nucleus of a European army.
Do you think he'd make a good president?
French President François Mitterrand said the treaty represented a major breakthrough in disarmament and arms control.

The verbs form 6 and represent have the passive pattern be V-ed by n. The verbs comprise 2 and compose have the passive pattern be V-ed of n. The verb constitute has two passives: be V-ed by n and be V-ed of n. The phrasal verb make up has the passive pattern be V-ed P of n.

The brain is composed of billions of nerve cells called neurons. The Chinese character for wise leader is made up of three symbols.

Note that because comprise 1 and comprise 2 represent the relationship between a whole and its parts in opposite ways, the active of comprise 1 and the passive of comprise 2 have the same meaning.

The flat comprised a sitting room, bedroom, kitchen and bathroom. This factory is comprised of just three rooms.

<table>
<thead>
<tr>
<th><em>V n P</em> and <em>V P n (not pron)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>make up</td>
</tr>
</tbody>
</table>

I.2 The ‘become' group

These verbs indicate that a person or thing becomes something. They are all link verbs (see Chapter 5).

She eventually gave up her job and became a full-time singer. After about 10-15 minutes, the police quietly began forming a line across the road.

In the case of turn, the noun group is always singular but without a determiner.

Both turned informer and were the main prosecution witnesses in the
trials of the other men.

become form make turn

I.3 The `seem' group

These verbs indicate that a person or thing seems to be something. The verb feel indicates how someone seems to themselves. They are all link verbs (see Chapter 5).

For the first year after the divorce I felt a real failure.

He seems a reasonable man.

That sounds a good idea.

appear feel look seem sound

I.4 The `act' group

These verbs indicate that someone behaves like a kind of person they are not. They are both link verbs (see Chapter 5). The noun group after the verb always begins with the.

The more the parents act the boss, the less control they seem to have and the more miserable they are.

act play

I.5 The `depart' group

These verbs are concerned with living, dying, or leaving somewhere. The Complement describes the condition or situation of the Subject during his or her life or at the time of dying or leaving. This is a productive use. The verbs listed here are the ones which are most frequently used in this way.

Lloyd departed a shaken man.

It is better to fight and run away than to die a hero.

depart die leave live retire

Structure information: Verb with Complement
a) The noun group is the Complement.

b) Only a few verbs are used in the passive, as indicated in meaning group I.1 above. The prepositional phrase, by n or of n is the prepositional Complement.

c) There is only one phrasal verb with this structure, make up. The active pattern is V P n. The passive pattern is be V-ed P of n.

Structure II: Verb with Object

Active voice: V n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>fear</td>
<td>no-one.</td>
</tr>
<tr>
<td>A number of insurgent groups</td>
<td>have formed</td>
<td>an alliance.</td>
</tr>
<tr>
<td>Uniformed police on motor cycles</td>
<td>headed</td>
<td>the procession.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>had been freed</td>
<td>on humanitarian grounds.</td>
</tr>
<tr>
<td>This venue</td>
<td>is directly funded</td>
<td>by the City Council.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P, V P n, V P P n

| Subject | Verb group | noun group | Particle | ...
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eat</td>
<td>the biscuits</td>
<td>up.</td>
</tr>
<tr>
<td>A car</td>
<td>ran</td>
<td>them</td>
<td>down.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>must close</td>
<td>up</td>
<td>the house.</td>
</tr>
<tr>
<td>Subject</td>
<td>Verb group</td>
<td>Particle</td>
<td>Particle</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>I</td>
<td>was gaining</td>
<td>on</td>
<td>him</td>
</tr>
<tr>
<td>I</td>
<td>set</td>
<td>up</td>
<td>the computer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>Adjunct (optional)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert</td>
<td>is coming</td>
<td>up</td>
<td>to</td>
<td>his 30th birthday.</td>
</tr>
<tr>
<td>The food</td>
<td>lives</td>
<td>up</td>
<td>to</td>
<td>the restaurant's reputation.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed P*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>Adjunct (optional)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The photos</td>
<td>must have been blown</td>
<td>up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thousands of operations</td>
<td>are carried</td>
<td>out</td>
<td>each year.</td>
<td></td>
</tr>
</tbody>
</table>

Most phrasal verbs have the patterns **V n P** and **V P n (not pron)**. That is, the noun group comes either between the verb and the particle or after the particle. If the noun group comes after the particle, it cannot be a personal pronoun. You say

*He filled it up*

or *He filled up the barrel*

*but you do not say He filled up it.*

However, some phrasal verbs have the pattern **V P n** only. That is, the noun group comes after the particle and it is sometimes a personal pronoun. You say

*He went without his lunch*

or *He went without it.*

The two kinds of phrasal verbs are shown separately in the lists below.

Verbs with this structure cover a very wide range of meanings. There are also many types of relationship between the verb and the noun group. The meaning groups in this section are grouped into larger groups, each showing one kind of relationship between the verb and the noun group:

II.1 The `kill', `eat', and `fix' groups: concrete actions which change or affect the thing indicated by the noun group.

*The soldiers destroyed the building.*

II.2 The `bring', `buy', and `operate' groups: concrete or abstract actions which involve moving something, physically or metaphorically.
He sold his books.

II.3 The `cover', `follow', and `record' groups: concrete actions which do not change, move, or affect the thing indicated by the noun group.  
They recorded the bird's song.

II.4 The `build' group: concrete actions which create the thing indicated by the noun group.  
They built a large tower.

II.5 The `change', `concern', and `arrange' groups: abstract actions which change or affect the thing indicated by the noun group.  
They increased the price.

II.6 The `watch', `break a record', and `approve' groups: abstract actions which do not affect the thing indicated by the noun group.  
She watched her favourite television programme.

II.7 The `form' group: abstract actions which create the thing indicated by the noun group.  
She established a hostel for battered wives.

II.8 The `start' and `stop' group: starting, finishing, or doing an action in a particular way. They abandoned the climb.

II.9 The `do' and `take', `turn a corner', and `open your eyes' groups: concrete and abstract actions expressed by the verb and the noun group together.  
I had a bath.

II.10 The `face', `take three days', and `see' groups: relations of place and time expressed by the verb and the noun group together.  
The meeting lasted an hour.

II.11 The `top', `develop', and `include' groups: qualities or roles of the Subject expressed by the verb and the noun group together.  
The child developed several bad habits.

II.12 The `show', `allow', and `identify' groups: logical relations between the Subject and the Object.  
The experiments confirm our theory.

II.13 The `hear', `interest', and `give an impression' groups: thoughts, feelings, and perceptions.  
They heard a loud cry.

II.14 The `say', `describe', and `call' groups: acts of communication.  
I asked three questions.

V n is by far the most frequent verb pattern in English. The lists below contain only verbs which are among the 400 most frequently occurring verbs in the Bank of English. A typical Object is indicated in brackets where this is helpful.

Not all the verbs with this structure are used in the passive. Verbs which never or rarely occur in the passive are indicated with * in the lists below.
II.1 The `kill', `eat', and `fix' groups

These verbs are concerned with a concrete action or event which changes or affects the person or thing indicated by the Object. They can be divided into eight groups:

(i) The `kill' group
(ii) The `touch' group
(iii) The `eat' group
(iv) The `prepare' group
(v) The `fix' group
(vi) The `change' group
(vii) The `feed' group
(viii) The `protect' group

(i) The `kill' group

These verbs are concerned with harming, breaking, attacking, or destroying something or someone. We include here abandon, which indicates that someone is harmed by being left by someone.

Wobbly teeth in unsound gums are as much of a problem in adults as tooth decay. Toxins that attack the connective tissue and bone which support the teeth are to blame. When I broke my left leg, I went to the gym for rehabilitation. He filled in the hole the mine had left and resumed his search. Summoned by his wife to remove a large, agile fly from the bathroom, Mr. Kiam admits to a frustrating time. `It finally lit on the door and I got it.' One civilian and one soldier were killed. Suddenly some ruffians laid into him and left the poor soul half dead. In all, 18 warships, 187 aircraft and 2,400 servicemen were lost in an attack lasting no more than two hours. The dog almost pulled the fence down to reach him. I certainly feel stiff, as if I have been worked over by a few toughs.

The phrasal verb hit back has the pattern \textbf{V n P} only.

If somebody hits you you've got to hit them back, haven't you?
animal)* hang (a criminal) hit (something deliberately) hit (something by accident) hurt injure jump (a person) kill kill (pain)* lose (usu passive) miss oppose (a person) reject (a transplanted organ) remove (a stain) shoot (a person or animal) strike (a person or thing) strike (words)

**V n P and V P n (not pron)**

beat out (a fire) beat up (a person) blow out (a flame) blow up (a building) break down (a substance) break down (a door) break up (something whole) bring down (an aeroplane) burn down (a building) burn off (waste) burn up cross off (words) cross out (words) cut down (a tree) cut up do in (a person) do over (a place) do over (a person) eat away fight off (an enemy) fill in (a hole) finish off (an injured animal) hit back kill off lay out (a person) let down (a tyre) pick off (people or aircraft) pull down (a building) push over put down (an animal) put out (a fire) run down (a pedestrian) run over (a pedestrian) shake down (a victim) shoot down (an aeroplane) shoot down (a person) strike down (a person) strike out (words) take apart (something whole) take down (a structure) take on (an opponent) take out (an enemy) wear away wear down wear out work over (a person) write off (a vehicle)

**V P n and V P P n**

beat up on (a person) go for (a person) lay into (a person) set upon (a person) (usu passive)

(ii) The `touch' group

These verbs are concerned with touching something. We include here avoid, which indicates that something is not touched, and get off, which is used to tell someone to stop touching you.

*I felt the blankets,* estimated their warmth.  
Thousands of birds died because they **could not get at** their normal **prey** in water covered with a layer of ice.  
The thieves **did not touch the other paintings.**

avoid (a vehicle), feel (an object) handle hit (a target) hold (a person) meet (an object)* press press (a button) (can) reach touch (not) touch (a person or thing)

**V P n**

get at get off

(iii) The `eat' group

These verbs are concerned with consuming something, or not consuming something.
Astronauts burn up a lot of calories just moving because they work hard against the pressurised suits.
The children went in, and ate the biscuits.
She made a brief attempt to give up smoking, but was said to be getting through 30 cigarettes a day.
Princess Anne won't touch alcohol, even at official functions, and toasts her mother in mineral water.
The waters of the River Ural have been used up by numerous industrial enterprises.

<table>
<thead>
<tr>
<th>burn (fuel) drink (liquid) eat (food) have (food)* leave (food) take (food) (not) touch (food or drink) use (a supply of something) use (drugs)</th>
</tr>
</thead>
</table>

V n P and V P n (not pron)

burn off (energy) burn up (fuel) drink up (liquid) eat up (food) finish off (food) finish up (food) get down (food) keep down (food) shoot up (heroin) take in (air or food) use up (a supply of something)

V P n

get through (a supply of something)

(iv) The `prepare' group

These verbs are concerned with preparing something for use.

The battery can even be charged, without having to take it out.
Cook the spring onions and mushrooms until soft.
I used to make my own bed up when I was at school.
Prepare the salad ingredients, but do not mix the salad until about 20 minutes before it is to be served.
I have had no difficulty in operating my VCR since I discovered that the technicians who set it up had done so incorrectly.

charge (a battery) cook (food) develop (photographs) dress (meat) fire (a pot) fix (a dye or photograph) lay (the table) make (a bed) prepare (food) sign (a document) sort (laundry) turn (wood) work (clay or metal)

V n P and V P n (not pron)

blow up (a tyre) break in (something new) charge up (a battery) lay out (a corpse) make up (a bed) put on (food) set up (a machine)

(v) The `fix' group
These verbs are concerned with mending something that is not in good condition. We include here *bring round* and *bring to*, which indicate that an unconscious person is returned to consciousness.

Ralph told me, after I'd passed out and he'd brought me round, that I'd taken off my shoes and danced on the table. Mechanics took time off from building racing cars to **fix the broken axle**. The house **had been** lovingly **restored** by a builder three years earlier, using only the best materials.

<table>
<thead>
<tr>
<th>V n P and V P n (not pron)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>bring round</em> (an unconscious person)</td>
</tr>
</tbody>
</table>

The verbs *mend* and *repair*, which are not among the 400 most frequent verbs in English, also belong in this group.

(vi) The `change' group

These verbs are concerned with making something different in some other way. This includes:

- opening or closing something e.g. *close*, *open*
- changing the appearance of something e.g. *mark*, *paint*
- making something larger or smaller e.g. *extend*, *reduce*
- changing the shape or arrangement of something e.g. *gather*, *throw*

I am proud that we helped **change the world**. I went to my dad’s desk and I **opened up his drawer**. She even **painted the outside of the house**, climbing up scaffolding. She **had taken in the grey dress** so that it hugged her thin body more closely. Lovelock **threw a switch** and water began to pump up into the ballast tanks. The mountains are rich in marble and **have been worked** for at least two thousand years.

| affect age (a person’s appearance) | break (a silence) | change change (a bed) clear (an area) close cut (a pack of cards) divide (people or things) draw (a curtain) extend gather |

```
V n P and V P n (not pron)

clear out (a building or room) close up (a building) close up (a gap) do up (clothing) fill in (a shape) make up (your face) open up open up (a building) take in (a dress)

(vii) The `feed' group

These verbs are concerned with giving something to someone. The Object is the person who receives the thing given.

*But if you arm the police isn't the likelihood that more criminals will go armed? When I gave birth and fed my first baby, I felt the most intense emotion, and sense of happiness and pride, that I'd ever felt in my life.*

arm change (a baby) dress (a child) feed feed (a plant) serve supply treat (a patient) treat (a child)

(viii) The `protect' group

These verbs are concerned with doing something concrete to help or protect someone or something.

*If persons are having difficulty getting started at a particular physical task, help them out. The T cells would stop attacking the joint tissue and protect it instead.*

cover (a person under attack) defend help protect save

V n P and V P n (not pron)

help out

II.2 The `bring', `buy', and `operate' groups

These verbs are concerned with concrete or abstract actions which involve moving or holding something, physically or metaphorically, or with operating machinery or a vehicle. They can be divided into three groups:

(i) The `bring' group
(ii) The `buy' group
(iii) The `operate' group

(i) The `bring' group

These verbs are concerned with moving or holding something. This includes:

- putting something somewhere e.g. add, arrange, hang up
- throwing or sending something somewhere e.g. drive (a ball), launch (a rocket)
- carrying something e.g. bear, carry
- accompanying someone or something e.g. deliver, drive (a passenger)
- pulling something e.g. attract, pull

Heat the butter and oil in a large saucepan, then **add the onion and crushed garlic**.
The North pole **will attract another magnet's North pole**.
We requested an interview. He agreed, but we **could not bring a tape recorder**.
The boxes **were to be carried** by camels, of which Haig had three.
We found the house easily, just across a little bridge on the main road into the village, and George **dropped me off**.
Then I **fitted the new door casings**.
Opening her bag again, Nancy **handed over another envelope**.
After **hanging up the overcoat**, Rickmore said: `I'll just tell my wife what's happening.'
Michelle remembers the first time he **held the new baby**.
Each soldier **was mounted** and **leading a horse**.
If you **pull a gun**, I'll shoot you!
The prison director was murdered by a prisoner who **had been released** on leave for the day.
The assistant took the twenty-five guineas from him briskly, and asked whether they **should send the suit** when it was ready.
They **should be able to take their kids out** and walk down the street and not have to worry about getting shot or whatever.
His truck is seen by school children. From above, they **throw a huge rock**.

The phrasal verb **get away** has the pattern V n P only.

**He got me away** within a week.

| add apply arrange (objects) attract (iron) bear (a weapon) bring carry catch change (a |
(ii) The `buy' group

These verbs are concerned with changes in ownership or possession. This includes:

- commercial transactions e.g. buy, sell, spend
- voluntarily exchanging goods e.g. accept, offer, share
- temporarily transferring possession e.g. check (luggage)
- losing and keeping e.g. find, keep, lose
- selecting one item from a range e.g. choose, draw
- being able to buy something e.g. (can) afford, (cannot) run to

Tamsin accepted the bulky packet of letters, held together with a rubber band, and returned the postman's cheery greeting. When I left the army I came back home and bought a house. If you choose a real Christmas tree this year, the Christmas Tree Stand could help to keep it looking good for longer. A child may want to do well only to earn praise.
Everyone who is modern tells me to get a word processor as it would make my chore so much easier.

A man who overheard the conversation sprang from his seat in the crowd and said, `You can have my ticket, son.'
The thieves kept my credit card, which the bank immediately stopped.
I decided I would never own a TV.
Mr Patrick had signed nothing and put up no money.
Dillinger's has just reissued the Schubert songs as a three-volume set on 21 CDs. If you can't run to that, consider the recording of Wolf's complete Spanish Songbook.
The nation's most famous fish and chip shop, Harry Ramsden's in West Yorkshire, last year sold 264,000lb of haddock.
They began their marriage in a communal flat which demanded a lot of adjustment on the part of Karen, an only child who had never had to share her belongings.
These verbs are concerned with operating machinery or vehicles.

*Edna O'Brien can't swim, *can't drive a car,* can't work an answering machine.*
Charles came and **operated the security lock.**
The second time we **played the record,** it sounded twice as fast.
Well, you **can't ride your bicycle** today, and that's final.
Eileen smiled, and **started up the engine** without speaking.

<table>
<thead>
<tr>
<th>apply (brakes)</th>
<th>back (a car)</th>
<th>blow (a horn)</th>
<th>control (equipment)</th>
<th>drive (a car)</th>
<th>drive (a machine)</th>
<th>fire (a gun)</th>
<th>fly (an aircraft)</th>
<th>handle (a weapon or vehicle)</th>
<th>operate (a machine)</th>
<th>play (an instrument)</th>
<th>play (a record)</th>
<th>ride (a bicycle)</th>
<th>ring (a bell)</th>
<th>run (a tape)</th>
<th>run (a machine)</th>
<th>set (a clock)</th>
<th>sound (a horn)</th>
<th>start (an engine)</th>
<th>stop (a machine)</th>
<th>work (a machine)</th>
</tr>
</thead>
</table>

**V n P and V P n (not pron)**

<table>
<thead>
<tr>
<th>back up (a car)</th>
<th>let off (a gun)</th>
<th>play back (a tape)</th>
<th>put on (a record)</th>
<th>put out (a light)</th>
<th>set off (a bomb)</th>
<th>start up (an engine)</th>
<th>turn out (a light)</th>
</tr>
</thead>
</table>

II.3 The `cover', `follow', and `record' groups

These verbs are concerned with a concrete action or event which does not change or affect the person or thing indicated by the Object, but where the Object is involved in the action or event. They can be divided into five groups:

(i) The `cover' group
(ii) The `meet' group
(iii) The `follow' group
(iv) The `record' group
(v) The `use' group

(i) The `cover' group

These verbs are concerned with moving something so that it is on, under, or around the Object, or so that it is no longer in that position. The person or thing indicated by the Object is not moved or changed, although it is covered, revealed, or supported. We also include here cover 2,3, hide, support, and surround, where the Subject indicates the thing that is over, under, or around the Object.

*The light became so bright she automatically *covered her eyes.*
I had driven Jowan to the hospital, where they *had* examined and dressed his wound.*
She was dressed in a black cape that she removed to reveal a red petticoat.

The verbs cover 2,3, hide, and support have inanimate Subjects.

Thick smoke covered the prison. The beams that supported the roof had jagged ends.

<table>
<thead>
<tr>
<th>V n P and V P n (not pron)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cover dress (a wound) dress (a salad) fill (a container) hide reveal (something hidden) ring (a b (something hidden) support surround treat (a surface)</td>
</tr>
</tbody>
</table>

V n P and V P n (not pron)

cover up fill up (a container) stop up (a hole)

(ii) The `meet' group

These verbs are concerned with meeting or getting to know someone, or visiting someone or a place. We include here lay, go with, and sleep with, which mean `have sex with', and avoid, which is concerned with deliberately not meeting someone.

I'll see you tomorrow for that coffee you promised. Call for me at four. I was to meet Dad as the car pulled up and not let him enter the house in the usual manner through the backdoor. When she said, `Are you seeing somebody else?' he said, `I'm sorry,' and burst into tears. I did all the things you do when you visit relatives - ate their food, used their bathtub, washing machine and telephone.

avoid catch lay meet pull see (a friend) see (a boyfriend) visit

V n P and V P n (not pron)

look up (a friend)

V P n and V P P n

call for (a friend) come upon* go with* run across run into* sleep with*

(iii) The `follow' group

These verbs are concerned with going in a particular direction or to or from a particular place. The Object indicates a direction, a place, a road, or a person who is in a particular place.
**Cross the road** and walk on the other side. If he's the killer, he'll have to go out, and then we **can follow him** and call the police. They made their way back up before going on upstream, **following the upper path.**

He went back to Yorkshire to **join his loyal, long-suffering wife.** It was not enough for tired drivers to switch on the radio and open the window. They **should pull off the road** and sleep. Ginette **stuck to me** like a leech and accompanied Red and me on all our outings. Daniels **had** never even **visited Canada.**

<table>
<thead>
<tr>
<th>approach (a place) cross (a road)* enter (a room) follow (a friend) follow (a suspect) follow (a path) join (your family) join (a queue)* leave (a place)* negotiate (an area of land) take (a route) visit (a place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>V P n</td>
</tr>
<tr>
<td>drop by (a place)* fall behind (a person)* gain on (a person)* get off (a piece of land)* keep to (a path)* pull into (a place)* pull off (a road)* stick to (a person or thing)* stick with (a person)* stop by (a place)* turn off (a road)*</td>
</tr>
</tbody>
</table>

(iv) The `record' group

These verbs are concerned with recording, measuring, indicating, or copying something or someone.

As Zara guides us on a tour of the house, she stops to **point out a large portrait on the dining room wall.** Dozens of local reporters were waiting to **record his every word.** I mentioned my admiration for General Gordon and they **sent him up** and made jokes about his death - they've no decency at all.

<table>
<thead>
<tr>
<th>cover (a song) draw indicate indicate (a measurement) mark (a student’s work) mark (a place or position) paint realize (a design) record (speech or music) record (a measurement) test</th>
</tr>
</thead>
<tbody>
<tr>
<td>V n P and V P n (not pron)</td>
</tr>
<tr>
<td>act out blow up (a photograph) point out (a landmark) send up (a person) take off (a person)</td>
</tr>
</tbody>
</table>

The verbs **copy, film,** and **measure,** which are not among the 400 most frequent verbs in English, also belong in this group.
(v) The `use' group

These verbs are concerned with using something.

To understand the whole chain of events leading to the Aurora, scientists **have to employ a wide range of methods, from space satellites to ground stations.**
Transfer the cookies to cooling racks, **using a wide spatula.**

<table>
<thead>
<tr>
<th>employ (materials or methods) try (something new) use (a knife)</th>
</tr>
</thead>
</table>

V n P and V P n (not pron)

<table>
<thead>
<tr>
<th>try out (something new)</th>
</tr>
</thead>
</table>

II.4 The `build' group

These verbs are concerned with a concrete action or event which creates something or brings it into being.

*If Mother and Grandma can build a house, so can I.*
*I have completed my greatest work of art.*
The cliffs are made of volcanic rocks and **were formed** when the sea level was higher.
*She was likely to be home in good time to get the lunch.*
*He had offered her his scarf, wrapping it round so that just a space was left for breathing and talking.*

The play **wasn't performed** until 1965.

*He has selected thirty posters as examples of his best work and run off 500 copies of each, every one numbered and hand signed.*
The explosions were thought to have been caused by a gas leak, which **started a fire** and blew up one of the refinery's gas separation units.
*These small breweries turn out some really traditional beer.*
V n P and V P n (not pron)

<table>
<thead>
<tr>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat out (sounds)</td>
</tr>
<tr>
<td>cook up (a meal)</td>
</tr>
<tr>
<td>give off/out (gas or heat)</td>
</tr>
<tr>
<td>make up (food)</td>
</tr>
<tr>
<td>mark out (an area or shape)</td>
</tr>
<tr>
<td>put up (a building)</td>
</tr>
<tr>
<td>roll up (a cigarette)</td>
</tr>
<tr>
<td>run off (a copy)</td>
</tr>
<tr>
<td>send out (a signal or light)</td>
</tr>
<tr>
<td>send out (roots)</td>
</tr>
<tr>
<td>set up (a structure)</td>
</tr>
<tr>
<td>throw off (a substance)</td>
</tr>
<tr>
<td>throw up (a building)</td>
</tr>
<tr>
<td>turn out (products)</td>
</tr>
</tbody>
</table>

II.5 The `change', `concern', and `arrange' groups

These verbs are concerned with an abstract action or event which changes or affects the person or thing indicated by the Object. They can be divided into nine groups:

(i) The `change' group
(ii) The `end' group
(iii) The `beat an illness' group
(iv) The `concern' group
(v) The `help' group
(vi) The `control' group
(vii) The `beat' group
(viii) The `call out' group
(ix) The `arrange' group

(i) The `change' group

These verbs are concerned with doing something abstract that makes the Object different.

*They were going to use some kind of mind-altering drugs to break him.*
*When he lost confidence after Christmas I tried to build him up and give him my support.*
*This method of electing the president was changed by the referendum of October 1962.*
*The bank lost so much that it had to close the operation.*
*Killing people from the air may make some people feel better but it will not improve the lives of anyone in Bosnia.*
*We were instructed that the depth of the Penguin Pool was to be reduced to keep down the costs of regularly changing the water.*
*Parents often invest large sums of money in their children's education in an attempt to raise their intellectual capacity.*
*We also found out how she had been able to turn the business around so dramatically.*
V n P and V P n (not pron)

break down (an idea) break in (a recruit) build up (a thing) build up (a person) close down (a factory) cut back (expenditure) cut down (costs) cut down (an activity) cut out (part of a text) divide off (an area) divide up (an area or institution) drive out feed up (a person) fill up (a person) keep down (costs) keep up (costs) pick out (usu passive) put up (the price) roll back run down (an industry or amount) shake up (an organization) step up train up (a person) turn around/round (a business) turn around/round (a sentence)

(ii) The `end' group

These verbs are concerned with bringing a situation to an end. With some verbs, such as end, the Object is the situation itself. With other verbs, such as open up (a border), the verb and the Object together indicate a situation that is brought to an end.

East Germany, Poland and Czechoslovakia were beginning to **break their links with any form of communist orthodoxy**. The police pumped tear gas into the building in an effort to **end the siege**. The 86-year-old elder statesman has been struggling to ensure that the more conservative figures in the leadership do not **completely kill off his reform programme** in the next five-year plan. Still far from resolved are key issues such as how to reduce military confrontation, **open up the border** and, ultimately, how to end forty five years of division. The justices **struck down the law** by a vote of eight to nothing.

break (links) close complete (a degree) cut (a supply) end (a situation) kill (a project) open (a border) settle (plans) (usu passive)

V n P and V P n (not pron)

break off (a relationship) break up (a marriage) break up (a meeting) bring down (a government) cut off (a supply) grow out (a hairstyle) kill off (a project) open up (a border) pay off (a debt) strike down (a law) work off (a feeling) work off (a debt) write off (a debt) write off (a project)
V P n

| back off (a claim)* |

(iii) The `beat an illness' group

These verbs are concerned with improving a bad situation, solving a problem, or surviving an unpleasant situation.

Since a lack of confidence was still an issue for him, Sean attacked this problem daily.
Thousands of women are beating breast cancer and I plan to be one of them.
The strikes did play an important role in fighting the social injustice caused by the totalitarian system.
She admitted to herself she didn't know how to handle the problem and was tired of trying.
It is obvious that socialism meets a fundamental need of modern man, or its attraction would not be so widely felt.
His art enabled him to rise above the horror of life in the trenches in the First World War.
If you could get the electricity turned on tomorrow somehow, would that save the situation?
I don't care what you do. It's your problem, work it out somewhere else.

V n P and V P n (not pron)

| break down (barriers) clear up (a problem) clear up (an illness) fight off (an illness) head off (an unpleasant situation) hold off (a challenge) live down (a mistake)* make up (a quarrel) put down (a riot) ride out (a crisis) shake off (an illness) sort out (a problem) sort out (a person) throw off (a bad situation) work out (a problem) |

V P n and V P P n

| get around/round (a problem or rule) get over (an experience or problem) rise above (a problem)* stand up to (something unpleasant) |
The verb *solve*, which is not among the 400 most frequent verbs in English, also belongs in this group.

(iv) The `concern' group

These verbs are concerned with someone being affected, usually negatively, by something. The Subject is usually inanimate and the Object is usually a person or a group of people.

> His eyes had begun to glaze over, the effects of the heavy drinking *were catching up with him.*
> I don't want to talk about something that *doesn't concern me.*
> The report said rising oil prices were likely to *hit many developing nations* hard, complicating the task faced by countries with debts or low incomes.
> Nationalism *can threaten democracies.*

The phrasal verbs *be playing up* and *put out* have the pattern V n P only. Kershaw was at that moment bent over the potato-peeling machine, which *had been playing him up* since he had been introduced to it that morning. The phrasal verbs *let down* and *put out* have animate as well as inanimate Subjects. Suddenly he became a betraying, hopeless man, just like all the others who *had let down.*

<table>
<thead>
<tr>
<th>affect burn (usu passive) concern* dominate (a person or country) fail hit hurt (not) move (usu passive) rule (your life) strike surprise threaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>V n P and V P n (not pron)</td>
</tr>
<tr>
<td>lay up let down be playing up* put out</td>
</tr>
<tr>
<td>V P n and V P P n</td>
</tr>
<tr>
<td>catch up with* do for (usu passive)</td>
</tr>
</tbody>
</table>

(v) The `help' group

These verbs are concerned with doing something abstract to benefit someone or something.

> The US effort to boost economic activity *will in itself help business confidence* in an otherwise subdued economic outlook.

The phrasal verb *pull through* has the pattern V n P only.
We all hoped that since he'd managed to survive so far, proper treatment would pull him through.

<table>
<thead>
<tr>
<th>help serve (your country)</th>
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</thead>
<tbody>
<tr>
<td>V n P</td>
</tr>
<tr>
<td>pull through</td>
</tr>
</tbody>
</table>

(vi) The `control' group

These verbs are concerned with having a particular role in an organization or among a group of people. This role is usually controlling or leading.

The telephone workers' union is controlled by the President's own supporters. They now own and operate a 300-acre working farm 50 miles south of Rochester. Since then the country has mostly been ruled by tyrants, even by tyrant dynasties. He bought one of the most prized buildings in Hong Kong's Central district, in 1980, and in the following year he took over Laker Airways.

<table>
<thead>
<tr>
<th>control (an organization) head (an organization) hold (An army...a place) introduce (a TV programme) keep (a business)* lead (an organization) lead (a conversation) manage (an organization) occupy (a country) operate (a business) present (a TV programme) present (a play) rule (a country) run (a business)</th>
</tr>
</thead>
<tbody>
<tr>
<td>V n P and V P n (not pron)</td>
</tr>
<tr>
<td>take over (a company or country)</td>
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</table>

(vii) The `beat' group

These verbs are concerned with competition. The Subject indicates one competitor, the Object indicates another.

I want to run against the best athletes in the world and I think I can beat them. Becker opens his Olympic campaign today against Norway's Christian Ruud and is then expected to play Britain's Chris Wilkinson. This is the second time that Ruby Tiger has seen off her juniors in this race.
The `call out' group

These verbs are concerned with making someone go somewhere or behave in a certain way. The Object indicates the person or people affected.

*Family doctors are fed up with being called out on home visits late at night.*

*The spokesman refused to be drawn. `We do not comment on the reasons for people either joining or leaving the company,' he said.*

*I told them that twenty-three was a bit higher than we wanted to pay.*

*Before I could attempt to talk them down, the president said, `Perhaps it is, but that's the price.'*

The verb bind has an inanimate Subject.

*The rules that bind societies are the identical rules that bind individual humans.*

The `arrange' group

These verbs are concerned with making different not the Object itself but the circumstances surrounding the Object. This includes:

- arranging for someone to take up a job or a position, or to leave a job or a position e.g. *admit, elect, fire*
- providing a home, money, or education for something or someone e.g. *house, keep*
- making arrangements about something such as the time of an event e.g.
She was one of the first girls at the school to be accepted by Oxford University. His bankers had arranged a breakfast meeting. The assembly meeting will also elect a new president. She still wouldn't fix a date for the wedding. A homeless mother of two has spent two years living in squalor while waiting to be housed by the city council. What kept him? I've been waiting for hours. In spite of your mother's rejection there was always someone to look out for you. It is easy to forget that both parents have an equal obligation to provide for their children. I never actually put a meeting off because I had to go to the toilet. Dr Wilkinson wants to talk to you. I'll put you through. They're your babies and you'll find a way to raise them. Aymes is now fit and has the right temperament, but it would be a gamble to recall him. Now I was beginning to feel impatient with his loyalty and wanted to shake him off. He had been slightly disappointed when the Red Sox turned out to be the only team that wanted to sign him. She died of influenza a year later and I was taken in by her only relative.

The phrasal verbs set back and set up 7 have an inanimate Subject.

Although the tunnel could be finished by the end of the century, the problems of attracting private sector cash are likely to set it back further.

The phrasal verb set up 7 has the pattern V n P only.

A win on Saturday would set us up nicely.
II.6 The `watch', `break a record', and `approve' groups

These verbs are concerned with an abstract action or event which does not change or affect the person or thing indicated by the Object. They can be divided into seven groups:

(i) The `watch' group
(ii) The `break a record' group
(iii) The `win' group
(iv) The `approve' group
(v) The `answer' group
(vi) The `count against' group
(vii) Verbs with other meanings
These verbs are concerned with directed mental activity.

Open University students have to be dedicated enough to get up early to **catch the Open University programmes on radio and TV**.

What surprised me was that nobody **checked my papers**.

They **check the company out** fully, they talk to the competition, they talk to academics.

He took her home for dinner and **went over her manuscript** line by line.

Lucy Jennings **is reading catering management and sociology** at Oxford Brooks.

**Read for a while** or **watch a television program that doesn't require much intellect**.

<table>
<thead>
<tr>
<th>verb</th>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch (a TV programme)</td>
<td>check (a document)</td>
</tr>
</tbody>
</table>

**V n P and V P n (not pron)**

**check out** look over look up (information) pick over seek out

**V P n**

**go over** (a document or problem) look round/around* watch over

(ii) The `break a record' group

These verbs focus on the fact that the Subject achieves success. We include here **buy (time)**, make 3.7, and **sell (a product)**, which indicate that the Subject contributes to the success of something else.

Since he turned 18 he has won the European Cup, the World Cup, and the Commonwealth Games. He **has also broken the world record** three times.

The company is having trouble **filling the vacancy for a new chairman**.

It is not Ms Jones's colourful career that **will sell the book**, but the face that stares out from the front cover.

Lisa successfully argued that the students were doing field work in sociological studies, an assertion that **won credit for the teachers**
and recognition for her program.

achieve (success) beat (a record) beat (a time limit) break (a record) buy (time)* claim (a record) fill (a role or vacancy) fill (a theatre) find (something needed) hit (a high point) make (something) make (the team)* pass (a test) reach (a stage)* reach (a person (by phone)) sell (product) stand (a test)* strike (oil) win (something you need)

V P n

get through (an examination)* get through (parliament)*

(iii) The `win' group

These verbs are concerned with winning, losing, or taking part in a competition. The Object indicates the competition or the thing that is won or lost.

If Republicans don't do well in rural Illinois, I don't think they have much of a chance this state.

Wednesday night marks the recording industry's Grammy Awards; and if the predictions hold up, Eric Clapton is sure to walk off with a bevy of awards.
He only won fourteen of the eighty races.

carry (a political district) defend (a title) draw (a match) drop (a game) enter (a competition) lose (a contest) take (a political district) throw (a competition) win (a contest or medal)

V P P n

run away with (a competition or prize) walk away with (a competition or prize) walk off with (a competition or prize)

(iv) The `approve' group

These verbs are concerned with the practical demonstration of approval or disapproval.

Despite some mutinous mutterings, they are likely to approve the deal eventually.
The Berlin Wall was breached a year ago this Friday and in Berlin a series of events is being held this week to mark that anniversary. Who knows if I'll still be running in 1998. I am not saying I will but I won't rule it out either.
accept (a plan) accept (a document) adopt (a plan) allow (an activity) allow (a gift) (usu passive) approve (a plan or product) back (a person or what they do) back (a horse) ban (a film) clear (a document) (usu passive) clear (an accused person) confirm (a position) discover (a performer) (usu passive) follow (a religion)* fund (an organization) mark (an event) pass (something (as correct)) promote (something) push (an idea) support (an idea or person) support (a team)

V n P and V P n (not pron)
back up (a person) bear out (a person) build up (a person or thing) rule out (a course of action) show off (a possession or attribute) throw out (a legal case) vote down (a proposal)

V P n
drink to (a person or thing)*

(v) The `answer' group

These verbs are concerned with responding or reacting to something.

For a while, she was unable to look at him, and she answered his attempts at conversation softly and distractedly.
Until recently this research formed rather a backwater, and few astronomers wanted to follow up the discoveries.
Men are slightly more likely than women to start swooning over someone who does not return their feelings.

answer (the telephone) answer return (a call) return (feelings)

V n P and V P n (not pron)
follow up (a suggestion or discovery)

V P n
fall for (a trick)

(vi) The `count against' group

These verbs are concerned with making people think of someone or something in a particular way. The Object indicates the person or thing that is thought of.

All of these verbs, except blow up, dress up, and show up, have inanimate Subjects.
Only you would think of that colour. It **becomes you**.
If you live in rented accommodation and have moved around a lot, this **will count against you**.
As far as the locals are concerned, you are a foreigner. Even the way you walk **will give you away**.
La Noblesse restaurant has much to **recommend it**.
He'd call me things, humiliate me and try to **show me up**.

<table>
<thead>
<tr>
<th><strong>v n p</strong> and <strong>v p n (not pron)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>blow up (an incident)</td>
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</table>

<table>
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<tr>
<th><strong>v p n</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>count against (a person)</td>
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</table>

(vii) Verbs with other meanings

These verbs are concerned with a wide range of other abstract actions. The Object is the focus or target of the action, but it is not directly affected by the action.

**Do you believe that Adam fixed that race**, maybe even murdered the trainer?
At least 300 people were evacuated from a variety store this afternoon when a gunman **held up a nearby bank** and took two hostages.
In certain parts of the world some people are known to live to well over 100 years old but they mainly **live off the land**, in mountainous areas where the air is cleaner.
The typical employee spends as much as seven hours a week in these meetings and often works late into the night to **make up the time**.
Your child is probably using his friend as a vehicle for **releasing any strong feelings that are troubling him**.
The next day Roberto packed his bags. Ingrid went with him to the railway station to **see him off**. He was finally leaving for India.

She checked into a hotel in Victoria two days ago, then promptly **settled the bill** or without explanation in the middle of the night.

**It's a good idea to spend the first night of your holiday sleeping off the jet lag** in a hotel.
Tell me, honey, and maybe I can help. I'd like to help, just try me.

The Subject of replace 1 is one of the people or things involved in the exchange, whereas the Subject of replace 2,3 is a person who arranges the exchange.

**Will** corn starch replace **plastic foam**?
I wonder if we can ever replace such a tremendous array of talent.

apply (a rule) attend (a meeting or school) break (a rule) carry (a motion) (usu passive) claim (money) clear (a cheque) cost (a proposal) (usu passive) declare (goods) enter (an organization) examine (a student) (usu passive) experience (a situation) face (a person or group) fill (a prescription) fix (a race or prices) follow (advice) follow (what someone else has done)* follow (a person's profession) handle (an area of work) impose (a rule) introduce (something new) join (an organization) launch (a new product) leave (an organization) manage (time or money) match (two things) meet (a situation)* name (a person) offer (friendship) offer (a service) pay (a bill) promote (a product) realize (fears) (usu passive) release (feelings) release (documents) release (a new record) replace represent (a group of people) represent (a town or country) be represented restore (a condition) save (money) serve (an area) settle (a bill) show (a work of art) spread (wealth) test (a student) test (a person) try (a shop or person)* try (a suspected criminal) use (a name)

V n P and V P n (not pron)
catch out (a person) check off (things on a list) cost out (a proposal) cover up (the truth) hold up (a bank) lay out (an area) make up (time or hours) save up (money) see off (a traveller) sit out (an activity)* sleep off (ill effects)

V P n and V P P n
come on to (a person)* draw on (skills or experience) go against (wishes or expectations) go on (information)* live off (a person)* live on/off (something)* play on (a person's fears) run through (a performance) trade off (something) trade on (something)

II.7 The `form' group

These verbs are concerned with an abstract action or event which creates something or brings something into being. The Object indicates the thing that is created.

A Japanese garden next to the drive adds a touch of the exotic.
Attacks of asthma can also be brought on by emotional distress, reactions to some drugs such as aspirin, and physical exertion.
High-impact aerobics, such as jogging, is now known to cause more problems than it solves.
They were not allowed to join any of the smart Los Angeles country clubs, so they decided to form a club of their own.

Make a firm rule about weighing yourself; be consistent. You could take the view that excessive anxiety is a purely physical illness. You could certainly make out a case for this point of view. Ersted showed that an electric current could produce a magnetic effect.

He will raise huge amounts of money. They are expected to ring up big profits for the third quarter. He had started up his own business, was working all hours and had lots of other pressures.

Then, when I have worked up an appetite, I sit down with the family and tuck in to a huge bowl of cornmeal porridge, which I love.

add (a quality) build (an organization) build (someone’s confidence) call (a meeting) cause (something bad) complete (a group) create cut (a record) design (a system) develop (a business) develop (a new product) develop (an idea or story) establish (an organization) establish (a reputation) finish (something made) form (an organization) form (a relationship) form (someone’s character) found (an institution) found (a city) (usu passive) get (a particular result) make (rules) open (a bank account) open (opportunities) order (an investigation) pass (a law) place (an advertisement) produce (an effect) produce (an argument) produce (a film) publish (a book) pull (crowds) raise (money) raise (an emotion) reach (an agreement) restore (a situation) set (a trap) show (an attitude or feeling) show (a quality) start (a business) strike (a deal) strike (a pose)

V n P and V P n (not pron)

bring about (an event) bring back (a memory) bring back (a fashion) bring in (a law) bring in (money) bring in (a verdict) bring on (an illness or problem) bring out (a new product) bring out (a kind of behaviour) build up (confidence) build up (pressure or speed) draw up (a document) finish off (something made) fix up (an event) lay down (rules) make out (a case) make up (an amount) mark off (a part of something) open up (opportunities) push through (a law) put on (a show or service) ring up (a sale) ring up (an amount of money) run up (a debt) set down (rules) set up (a procedure) start up (a business) throw down (a challenge) work up (enthusiasm) work up (an appetite) work up (a piece of writing)

II.8 The `start' and `stop' group

These verbs and Objects together indicate that an activity is started, finished, or carried out in a particular way. This includes:

- starting an activity e.g. join, start
- finishing or leaving an activity e.g. abandon, finish
- continuing an activity e.g. continue, repeat
- not doing or preventing an activity e.g. avoid, escape, prevent
- doing something persistently or with difficulty e.g. attempt, manage, press

At first Mark tried to watch surreptitiously for any vehicle that might be tailing them. But on the main highway it was impossible to be certain, and he abandoned the attempt. Tony and Richard were facing each other, as if they had just stood up to continue their stroll and had paused to exchange a last remark. She beseeched him to cut his drinking, his smoking, to sleep more. White could still manage a smile when he came into his after-match press conference. Diplomatic efforts to prevent a civil war have so far been unsuccessful.

The military and the civilian administration would start the arduous task of bringing these people to book.

It is questionable whether the agreement will stop the killing.

The phrasal verbs carry on, finish up, leave off and strike up have the pattern V P n (not pron) only.

From this research it is difficult to draw general conclusions because some of the patients left off treatment for reasons that were not connected with the treatment itself. They all meet at the supermarket where, under the guise of checking the sell-by dates on the strawberry yoghurts, they strike up light conversation.

abandon (a process) (cannot) afford (a situation)* arrest (a process) attempt (a task) avoid (an event or activity) begin (talks) check (a process) contain (a process) continue (something)* cut (classes)* cut (bad behaviour)* drop (an activity) escape (injury)* finish (an activity) join (an activity) launch (an activity) lift (a rule) maintain (a process) manage (an improvement)* manage (a response)* open (a meeting) press (a claim) prevent (an event) repeat (an action) run (an experiment) start (the work) start (the day)* stop (an activity)

V n P and V P n (not pron)

break off (an activity) bring off (something difficult) carry off (something difficult) carry on (an activity) carry out (a threat or instruction) carry through (a difficult task) cut out (a behaviour)* do over (a task) finish up (an activity) follow through (an action) give up (an activity)* keep up (an activity)* lead off (an activity)* leave off (an activity)* move along (a process) play out (an event) (usu passive) pull off (a difficult task) put off (an
II.9 The `do' and `take', `turn a corner', and `open your eyes' groups

These verbs are concerned with both concrete and abstract actions and events. The verbs and the Objects do not indicate separate entities; the verb and the Object together express the action or event. They can be divided into three groups:

(i) The `do' and `take' group

(ii) The `turn a corner' group

(iii) The `open your eyes' group

(i) The `do' and `take' group

These verbs and Objects are not separable and it is not possible to replace the Objects by pronouns. For example, it does not make sense to say `they wanted a verdict so we returned it', or `he offered me a sip and I took it'. This means that they do not focus attention on what is done to the Object but on what the Subject does, or on something that happens to the Subject. The verb and the Object together describe an action by the Subject.

Many of these verbs, especially do, get, give, have, and take, have little meaning in themselves but take their meaning from the Object.

He was sick with a muscular disease that would claim his life. In psychotherapy, as in life, it is not unusual to come up against what seems to be a brick wall.

Have you done your homework, Gemma?
He also warned Whitlock not to talk to any of the residents, as his accent would only draw an angry reaction.

The regiment fought this battle in the coveted position on the right of the line.

When do I get the time to go to Rio, Mike?
Cosmo gave a sympathetic grin in the direction of Dick Dempsey. Tanya had a hot bath, hoping it would relax her. Last month he held a big party to mark his 60th birthday. She continued to live the life of an invalid until the end. Last month David Rusev lost his grandmother. She died at the age of 81.

`I need to make a phone call,' he said. `It won't take long.' Ben was trying to impress his girlfriend by performing somersaults. He did not run a perfect race last night but it was good enough. The war continues to run up against the obstacles typical of an air war.

I took the Tube from Heathrow to save time. The partners expect the company to show its first profit next year. Could you take a screen test?

They're committed to making a good life for their four children, who turn cartwheels in the grass as we talk.

Hilda was regarded as one of Hollywood's most powerful women, but she wore out her welcome in town and became despised. She has to work out her notice, then she'll be joining me.

The phrasal verbs hold out, open up, put up, and set up have the pattern V P n (not pron) only.

Troops of the peace-keeping force took control of the airport on Friday, but the rebel forces put up stiff resistance.

The verb do 2.9 is used in questions beginning with what.

What does your father do?

accept (responsibility)* adopt (a position) aim (a kick) assume (responsibility) attract (support)* bear (responsibility) bear (interest)* carry (a child) catch (a train)* change (your clothes)* change (buses)* change (gears)* charge (interest) claim (responsibility) claim (someone's life) collect (your thoughts)* commit (a crime) commit (suicide)* cost (jobs)* deliver (a blow) die (a death)* do (your teeth) do (harm) do do (an activity) do (a service or product) do (a subject at school) do (an accent)* draw (a deep breath) draw (blood) draw (a reaction)* be expecting (a baby) face (a problem) fight (a battle) fill (a role) find (time)* follow (a course) force (a smile)* get (the time or chance)* get (a train)* get (a TV channel) give (a smile)* give (a service) give (a party) have (a bath)* have (a lot of room)* 43 have (some help)* (can) hold (drink)* hold (the road)* hold (office) hold (a party) hold (the line) jump (a queue)* keep (a watch) kill (time)* lay (a basis or plans) lead (a life)* leave (a wife) live (a life)* lose (blood) lose (a part of the body)* lose (your life) lose (a relative)* lose (time) lose (an opportunity) make (a phone call) make (money) make (a friend)* move (house)* move (jobs)* offer (a sacrifice) pass (urine)* pay (a visit or attention) perform (an action or function) pick (a fight)* place (a
telephone call) play (a shot) play (a joke) play (a concert) pull (a muscle) pull (a stunt)
receive (blame or injuries) return (a verdict) run (a race) save (time or money) score (a
success) serve (a purpose) serve (your interests) set (the table) shoot (pool)* shoot (a
goal) show (a profit or loss) strike (a balance) suffer (a problem) survive (a relative) take
(a sip an attitude) take (damage) take (a prize) take (the blame)* take (patients) take (a
telephone call) take (a newspaper) take (a car) take (a subject) take (a test) take (drugs)
take (a letter)* take (a measurement) throw (a fit)* throw (a punch) throw (a party) turn
(a cartwheel) turn (a profit) use (the toilet)* work (its magic)*

V n P and V P n (not pron)
deal out (a punishment) fire off (a shot) hand in (your notice) hand over (a
responsibility) hold out (hope)* lay down (your weapons) leave behind (a situation)
offer up (a sacrifice) open up (a lead) put up (resistance) set up (home)* take in (a
museum)* take on (a job)* take out (a loan) take up (a cause) take up (a job) take up (an
offer) take up (a position) wear out (a welcome)* work out (your notice)*

V P n and V P P n
come under (attack)* come up against (a problem)* come up for (consideration) go
against (someone)* run into (problems)* run up against (problems)* sign off (the dole)
sign on (the dole)

(ii) The `turn a corner' group

The verbs and Objects in this group are not competely separable. The Objects
can be replaced by pronouns, but as with the verbs in the preceding group the
clause does not focus attention on what is done to the Object but on what the
Subject does. For example, it does not make sense to ask `What did the baby
cut?' or `What did the baby do to the tooth?' but only `What did the baby do?'
or `Did the baby cut a tooth?'

The system let her get away with cold-blooded murder.
You were smart enough to run, but then you gave away your
advantage.
The court will start hearing the case next week but no date was fixed.
Select a location where you can be alone for 10 to 15 minutes at a time.
That may mean disconnecting the telephone for a while or telling your
secretary to hold calls.
Does your bank current account pay interest when in credit?
These transactions would help the company to realize the value of its
assets.
It was hard enough trying to keep a home and run a car on a teacher's
salary.
There has been been no progress in setting a date for a top-level
meeting on the crisis.
I didn't get anybody to fill the job. I took it over myself.

He watched her gray car pass under dull streetlamps until it turned a corner and (act (a role) bear (weight) bear (a cost) blow (a chance) break (a serve) claim (an inheritance) cross (a line) cut (a tooth) deliver (something promised) draw (a salary) earn (interest) fight (a court action) hear (a case) hold (calls) keep (a promise) meet (the cost) miss (a shot)* miss (a chance) miss (a train)* miss (a meeting)* move (a motion) pay (interest) play (tennis) play (a role) play (a tune) realize (potential) realize (an amount of money) resign (your post)* run (a car)* run (water) save (a goal) score (a goal or points) set (a date or goal) sit (an exam) turn (a corner)*

V n P and V P n (not pron)

cut out (the light) give away (an advantage) live out (a dream or fantasy) pass up (an opportunity) take over (a role) throw away (an opportunity)

V P n and V P P n

come under (an authority)* do without (something)* get away with (a crime)* go towards (something bought)* go without (something)*

(iii) The `open your eyes' group

These verbs are concerned with actions done with and to your own body.

And then we cross our fingers. We hope for the best. She opened her eyes and smiled at me. Kemp merely nodded but the child put out his hand and was satisfied to have it briefly shaken.

blow (your nose)* cross (your fingers)* drop (your voice)* extend (your hand) focus (your eyes)* hide (your face)* lift (a part of your body)* lift (your eyes or head)* open (your eyes)* open (your arms)* pick (your teeth)* raise (your voice)* roll (your eyes)* set (your face or jaw)* shake (a part of your body)* spread (your arms or legs)* turn (a part of your body)*

V n P and V P n (not pron)

hold out (your hand)* hold up (your hand)* lift up (a part of your body)* put out (your hand)* spread out (your arms or legs)* stick out (a part of your body)* turn round/around (a part of your body)*

II.10 The `face', `take three days', and `see' groups

These verbs and Objects together are concerned with place or time. They can
be divided into three groups:

(i) The `face' group
(ii) The `take three days' group
(iii) The `next week sees' group

(i) The `face' group

The verb and the Object together indicate place or extent. This includes:

- where something or someone is relative to something else e.g. meet, pass
- the direction something or someone is pointing or facing e.g. face
- how big or extensive something is e.g. fill

Gunnell's face was painfully contorted as she **cleared the final hurdle.**

The Canadian tour was scheduled to **cover 16,000 miles** in nine weeks.

A flicker of real alarm **crossed his face.**

Each atom was seen to have three proper motions of its own: spinning on its axis like a top, **describing a small circle** with its axis like a top, contracting and expanding like a heart.

He turned on the bed until he **was facing her** directly and spoke in a tight voice.

We didn't want players **running the length of the field,** stretching themselves unnecessarily.

The verbs cross, divide, follow, join, meet, pass, and run 4 have an inanimate Subject.

**There were a few small fir trees where the sand dunes met the cobble beach.**

**Beyond the pub, the road passes a farmyard** and becomes a grass track.

<table>
<thead>
<tr>
<th>clear (an object)</th>
<th>cover (a distance)</th>
<th>cross (an area or line)</th>
<th>cross (your face)*</th>
<th>describe (a circle)</th>
<th>divide (an area)</th>
<th>face (a thing or direction)*</th>
<th>fill (a space)</th>
<th>fish (a river)</th>
<th>fit*</th>
<th>follow (a route)</th>
<th>head (a procession)</th>
<th>head (a list)</th>
<th>join (a river)*</th>
<th>jump (a fence)</th>
<th>lead (a procession)</th>
<th>meet (an area)*</th>
<th>meet (a line)</th>
<th>occupy (a building)</th>
<th>occupy (a seat) (usu passive)</th>
<th>occupy (an area)</th>
<th>pass pass (an area)*</th>
<th>reach (a place)*</th>
<th>ring (something) (usu passive)</th>
<th>run* settle (an area)</th>
<th>surround (a person or thing)</th>
<th>top travel (a distance)</th>
<th>travel (the world)*</th>
<th>walk (a distance or place)*</th>
<th>work (an area or place)</th>
</tr>
</thead>
</table>

**V n P and V P n (not pron)**

**fill up (a space)** pass by*
**V P n and V P P n**

*cut across (a division)*  *lead off (a place)*  *lead on to (a place)*

(ii) The `take three days' group

The verb and the Object together indicate a point in time, the duration of something, or a sequence of events.

The men, who last month **began their seventeenth year in prison**, have always maintained their innocence.

These verbs often have inanimate Subjects.

*Today's talks* **follow the summit meeting of Community leaders at the weekend.**

*He predicted that the current parliament would not last the full term.*

*The journey took thirty-nine days.*

The phrasal verb **serve out** has the pattern **V P n (not pron) only**.

*Barlow refused to be interviewed after making clear his intention to **serve out the last year of his contract.**

**V n P and V P n (not pron)**

*fill in*  *fill up*  *last out*  *put in*  *serve out*

**V P n and V P P n**

*be coming up to (a time or state)*

(iii) The `next week sees' group

These verbs indicate that an action, state, or event occurs. The Subject indicates a time or place, the Object indicates an action, state, or event. We include here **go into**, where the Subject indicates the length of time required to achieve the Object.

*Not only is cash in limited supply, but each day brings new efforts to*
separate people from their money. The album has been a work in progress since 1987, although it's hard to see how six years went into its creation. Next week sees the first (and long overdue) conference on sickle cell disease sufferers.

II.11 The `top', `develop', and `include' groups

These verbs and Objects together give information about the qualities, attributes, or role of the Subject. They can be divided into three groups:

(i) The `top' group
(ii) The `develop' group
(iii) The `include' group

(i) The `top' group

These verbs and Objects indicate how good, big, or important something or someone is. We include here (cannot) beat, which indicates how good the Object is, and buy and cover, which indicate that an amount of money is enough to pay for something.

Nothing beats a refreshing shower to wake you up first thing in the morning, or to revitalise you before an evening out. Under Lloyd George *5310,000 could buy a knighthood and ten times that secured a peerage. Legal aid itself is money to cover all or part of the cost of having a solicitor to represent you in court, either in a civil or a criminal case.

Brazil had left Argentina far behind in industrialization but it had failed to expand its internal market.

Stevie Wonder topped the UK chart with `I Just Called To Say I Love You' for six consecutive weeks.
### The `develop' group

These verbs and Objects indicate what something or someone has, what they are like, or what they become. This includes:

- getting an illness or characteristic e.g. adopt, catch (a disease), develop
- having a quality e.g. bear (no resemblance), catch (the light), have (red hair)
- changing e.g. gain (weight), gather (speed)

> After a few years of marriage I found that my husband **bore no resemblance to the man I thought I loved.**

> You will soon realize when something is wrong because your youngster will either go off her food or **develop a tummy or headache.**

> By the age of thirty he **had taken on the manner and appearance of an eccentric academic.**

> Muriel was all sweetness and light. She **took after her mother.**
The verb *have* is also used like an auxiliary, without an Object, following comparatives or in phrases with *neither, nor, and so* (see Chapter 11).

*Maybe the kid would have more luck than he had*. He hoped so. *He has the character to fight back. So have I.*

(iii) The `include' group

These verbs and Objects indicate what something contains or is about.

*On one level, the play concerns the tactics of survival.*
*The law covers religions in general.*
*The Guardian has a whole page covering the issue, with each republic dealt with separately.*
*The first of a series of anthologies features three novellas following the life and crimes of Eastender Joe Hawkins.*
*The dish further included a variety of rice which I had not previously tasted.*
*Figure 1 shows the structure of your back in graphic detail.*

---

**V n P and V P n (not pron)**

- *take in (something smaller)*

**V P n and V P P n**

- *come down to (an issue)*
- *deal with (a topic)*
- *run to*

II.12 The `show', `allow', and `identify' groups

These verbs indicate a logical relation between the inanimate Subject and the Object. They can be divided into three groups:

(i) The `show' group
(ii) The `allow' group
(iii) The `identify' group
(i) The `show' group

The thing indicated by the Subject provides evidence for the truth of the fact indicated by the Object. We include here bear out, where the Object is a person who has said something, rather than the thing they have said.

Time and again, Crosby relates, Europeans in America showed their robust health. S certainly bear him out.

The latest experiments have also confirmed earlier results that there are fewer neutrinos than expected according to our understanding of the nuclear physics of the sun.
The death of a family of three who were overcome by fumes shows the importance of having gas appliances serviced regularly.
If you ask the parents who have children enrolled in Wisconsin's Parental Choice Program, they say it's working beautifully. But the test scores tell a different story.

(ii) The `allow' group

The thing indicated by the Subject:

- causes the state of affairs indicated by the Object e.g. decide, make for
- makes possible of impossible the thing indicated by the Object e.g. afford, allow, rule out
- makes necessary the thing indicated by the Object e.g. need, require, take

Sun terraces and private balconies afford a relaxing corner for simply doing nothing.
Only a 60 to 90 per cent reduction in acid rain would allow recovery of fisheries, wildlife and fishing birds such as dippers. Ultimately, it's likely to be sale of tickets that finally decides the Festival's future.
Simple safety precautions should make for a safer mechanical environment.
Serious collecting also takes a lot of money and time.
(iii) The `identify' group

The Subject and the Object are associated with each other in people's minds. This includes:

- identifying someone or something e.g. identify, mark out
- representing someone or something e.g. represent, stand for
- being a part of a situation e.g. come into, surround
- applying to a person or situation e.g. go for

This general absence of fuss catches the mood of the occasion. They both said yes, and that goes for me, too. Buy a separate strap in case the zip breaks - a bright colour will help identify luggage, too. Two factors mark her out. She listens and she knows her brief. The party should stand for what people want. Remote Easter Island has for generations been surrounded by an aura of mystery.

II.13 The `hear', `interest', and `give an impression' groups

These verbs, or verbs and Objects together, are concerned with processes that take place in the mind, such as thinking, perceiving, or feeling. They can be
divided into four groups:

(i) The `hear' group
(ii) The `interest' group
(iii) The `give an impression' group
(iv) The `eyes follow' group

(i) The `hear' group

The Subject indicates a person or something that shares certain characteristics with a person, such as a radio receiver which can `hear'. The Object indicates something that is thought, perceived, or felt. This includes:

- ways of thinking about something or someone e.g. decide, expect, plan
- ways of perceiving something or someone e.g. experience, feel, hear, see
- attitudes towards something or someone e.g. accept, believe, buy, like, love, mean
- ways of finding out or knowing about something e.g. learn, remember

We also include here count, which sometimes has an inanimate Subject and which indicates a metaphorical form of thinking, and force back, which indicates that a feeling is not expressed openly.

*I* is difficult to accept my son's death, but he's alive in my heart. *It's* a common belief that one of the ways in which men and women differ emotionally is that women experience a strong drive to become mothers.

*Nancy* forced back tears. No way was she going to cry in front of all those people.

`You look a little under the weather, Ralph.' `So would you if you'd had the night I had.' `I've already gathered that.'

At that point the skies over the city lit up with a shower of fireworks and you could cheering for miles around.

*I sat down and thought hard about what I liked doing most - trudging through woods in search of animals - and hit on the idea of becoming a wildlife photographer.*

What we've accomplished is the development of a whole system that can be learned by any able farmer who is interested in preserving and improving his land.

*If you'd like a copy of those recipes, we can easily let you have one.*

*I put my eyes to the crack in the door. I could hear him muttering to*
himself and I could just make out his tall figure. I'd planned a weekend away with a friend, only everything had gone wrong and I came back after only one night. 'You read me, Ben?' the operator asked.

Both loudspeakers receive the same signal, carrying both left and right sound channels, but each is preset to decode only one of the channels. Black holes cannot be seen directly, so determining how many of them there are in the Galaxy is a tough task.

She was witty but the audience didn't take to her. The girls may of course not actually be asleep, they may be reading, writing or drawing, thinking beautiful thoughts.

The verb mind 2.4 is always imperative or used to report an imperative.

'Mind my heart,' he gasped. 'I've got a heart problem.'
think out think over think through think up (a plan) work out (a sum) write off (a person)

**V P n** and **V P P n**

bear with* buy into* come across come up with* decide on (could) do without* face up to (a fact or problem) fall for fall on fix on get at (the truth)* get off on* give up on go by* go for go off* hit on hold on to (beliefs) (not) hold with* look down on look forward to look through look to (something in the future) look up to plan on put up with run away with (an idea)* see through stand by (a decision) (not) stand for* stick by (a decision) take against take to* turn against*

(ii) The `interest' group

The Object indicates a person. The Subject usually indicates the person or thing that makes the Object think or feel in a particular way. With some verbs, the Object indicates something such as someone's attention.

> Jarvis looked at Kate as he prised himself up from the chair. She shook her head, indicating a half-full glass in front of her. 'This will do me,' she said.
> William was driven by an overriding passion for power. Everything about her grandchildren seemed to interest Sara.
> I lived with Mike for six months and then I arranged the wedding. Two failed marriages didn't put me off.

These stories surprised and moved me, and sometimes they made me laugh. In *come over, come upon, be eating, enter, fill, get into, go out of, and run away with*, the Subject indicates the feeling itself or a sign of it.

> Joe jumped up impetuously. 'What's eating you?' Frank asked.
> She sighed, the tension going out of her.

The phrasal verb *get into* is always used with *what* as the Subject.

> I don't know what got into him. It really seems as if he doesn't recognize me anymore.

The phrasal verbs *get down, lead on*, and *take back* have the pattern **V n P** only.

> Little things get me down.
> 'That takes me back,' he said. 'You used to drive me crazy with that stuff.'
The `give an impression' group

The Object indicates an idea or feeling. The Subject indicates the reason for that idea or feeling.

He gave the impression of great physical strength without a mind to direct it.

Earth tones, such as dark greens, browns and greys, represent stability, while bright greens, yellows and turquoises suggest dynamism.

give (an impression)* give (a feeling)* hold (no fear)* leave (an impression) suggest (an impression)*

The `eyes follow' group

The Subject indicates someone's eyes. The Object indicates a person or thing that is watched or seen.

My eyes followed the track as it weaved between the boulders, disappeared under the stream, and emerged to join the road on the far side of the bridge.

Mrs. Keely was saying this into the rear-view mirror, where her eyes met Mrs. Dambar's.

follow* meet*

II.14 The `say', `describe', and `call' groups

These verbs are concerned with communication, especially speaking or writing. They can be divided into three groups:

(i) The `say' group
(ii) The `describe' group
(iii) The `call' group
(i) The `say' group

The Object indicates what is said or written. The verb and the Object together indicate the process of speaking or writing. This includes:

- verbs which themselves indicate communication e.g. ask, say, speak
- verbs which indicate communication only when used with particular noun groups e.g. draw, make, pass

Mothers **come out with remarks like that** and there's not a thing sons can do about it.

He **gave out a scream of pain.**

Some letters are either full of praise or downright rude but **don't make any constructive suggestions.**

On that day, the Hopi leaders arrived at a deserted strip of coastline near Laguna, California, to gather salt and **offer their prayers.**

When booking the flight, **put in your request for high-protein low-fat meals.**

The News of the World **ran a story about the manager of pop group Take That.**

Shirley took me into a separate room where, clipboard in hand, she **ran through various personal details she'd need.**

I took some of my drink. I **didn't say anything.**

I can't believe that Paul **wrote that letter.**

### add (a remark) adopt (a tone of voice) ask (a question) call (someone's name) complete (a form) cross (a cheque) (usu passive) deliver (a speech) draw (a comparison) employ (a word) enter (some figures) enter (information) fire (questions) give (a speech) hold (a conversation) hold (a musical note) issue (a statement) keep (a record) lay (blame or charges) leave (a message) make (a suggestion) make (a note) offer (advice) offer (prayer) paint (a picture) pass (sentence) pass (comment) propose (a toast) put (a question) put (a word) relate (a story) run (a story) say (something) send (a signal) set (an exam) sign (a word) sing (a song) smile (thanks) sound (a warning) speak (a word) speak (a language) supply (a word) talk (a language) talk (rubbish) tell (a joke or story) use (a word) withdraw (a remark) write (a word) write (a book or letter) write (a cheque)

### V n P and V P n (not pron)

call out (words) cry out (words) draw out (a sound) fill in (a form) fill out (a form) fire off (a letter or question) get down (words) give out (a sigh or scream) hand out (advice) let out (a sound) make out (a cheque) put about (a rumour) put in (a request) sing out
(words) take back (something said) throw in (a remark) write down (a word) write out (a report) write out (a cheque) write up (notes)

V P n and V P P n

come out with (a remark) fall into (a conversation) run through (a list)

(ii) The `describe' group

The Object indicates the topic or content of the communication.

Each market was opened by a town crier who would announce the market's rules.
Grace did not answer the question directly.
He courageously voiced his political convictions and argued the case for a poetry with a purpose.
She described the building where the man and woman responsible for the theft were.
The pilots, as well as the police, have indicated their view that the hijackers should immediately be handed over to the authorities.
A journalist from the Washington Post asked if Wilder, who is divorced, had plans to marry. The governor laughed off the suggestion.
Miss Hoare stood in the middle of the crush, clutching a sheaf of papers as she called out names and marked them off.
No, I didn't mean a French teacher, I mean a teacher who teaches French.
A trainee journalist, Mr William Giles, has been fined five thousand pounds for refusing to name the source of information about a company's finances which he had gathered for an article in the London-based Engineer magazine.
During a lecturing trip to Australia, I had to play down my enthusiasm for the plants shown in some of my slides because, out there, they have become noxious weeds.
Twelve-year-old Sammy Hicks wrote to the World Book people to point out an error in their encyclopedia.
Why do you raise this subject if you don't understand anything about it?
In his estimation, the soldiers have become too comfortable for a fighting force. He recommended tougher and more demanding training.
He rejects the suggestion that he might have felt like an outsider.
They walked back down Piccadilly and looked in at an exhibition at the Royal Academy. Afterwards, she **suggested a walk in St James's Park**.

The president and his top advisers started their Christmas holiday at Camp David **talking logistics**.

Maria whispered, `How did he get in?' Then she **answered herself**.

`He could have taken a spare key. When he came last time.'

She has no phone or I'd call her.

`I think it's worth looking at what Tim does.' `We've got to get on to
him, haven't we, on other matters.
My father tried to teach me to toughen up and retaliate because boys were always picking on me since I was the weakest.
Despite being behind schedule he took the time to ring me.
If rows break out between the children, pull over and explain to them that the journey will take even longer if you have to keep stopping the car to tell them off.
Yang Tsiao seemed to be suffering. I urged him on but I was beginning to worry.

address answer approach call encourage fight* invite persuade ring thank (a person) threaten welcome

V n P and V P n (not pron)
answer back call back call up cut off (a speaker) dress down fill in (a person) ring around/round* ring back* ring up sound out tell off urge on warn away warn off

V P n and V P P n
get on to* get round* pick on run to*

Structure information: Verb with Object

a) The noun group is the Object.

b) This structure has a passive, with the pattern be V-ed. Verbs which never or rarely occur in the passive are shown by * in the lists above. Some verbs, when used in the passive, always have the pattern be V-ed by n (see page xxx). The passive of some verbs is usually or often formed with get instead of be (see page xxx).

c) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle or after the particle. Most phrasal verbs have both these patterns, and if the Object comes after the particle, it is not a personal pronoun. You say
I looked them up
or I looked up some old friends
but you do not say I looked up them.
This first type of phrasal verb is included in the lists with the heading V n P and V P n (not pron). However, with some phrasal verbs, the Object comes after the particle only and it may be a personal pronoun. You say
I ran into some old friends
or I ran into them.
This second type of phrasal verb is shown under the heading \( V P n \) or, if the verb has two particles, \( V P P n \).

Structure III: Verb with Adjunct

\( V n \)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have to act</td>
<td>a certain way.</td>
</tr>
<tr>
<td>Very few people</td>
<td>think</td>
<td>that way.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with doing something. The Adjunct indicates how the action is done. In most cases, the Adjunct contains the noun \textit{way}. This pattern is productive: many verbs occur in the pattern \( V n \) if the noun group contains the word \textit{way}. The verbs listed here are the ones which are most frequently used in this way.

\textit{It's standard procedure not to reveal sources if you're working alone. The resistance forces always operated that way during the war. Once nine out of 10 people realise they will be better off, then I think they will be inclined to vote Labour.}

\textbf{act live operate play talk think vote (a political party) walk work}

Structure information: Verb with Adjunct

a) The noun group is an Adjunct.

b) This structure has no passive.

Other related patterns

\textit{be V-ed by n}

The passive of \( V n \) is always \textit{be V-ed}, and the person or thing responsible for the action can always be indicated by \textit{by n}. However, some verbs, when they are passive, are always followed by a prepositional phrase beginning with \textit{by}. The pattern is \textit{be V-ed by n}. The phrasal verb pattern is \textit{be V-ed by n}. The list below shows all verbs with this pattern, not just those among the most
frequent 400 verbs.

afflict back barrage beset bind bombard bound buoy characterize chasten choke colonize confront debilitate deluge edit embody encourage encumber enrage epitomize evidence father flank follow form frame girdle govern grace greet grieve herald infect inform inspire introduce leaven maul partner people plague poison precede be prefixed punctuate rack reclaim replace represent screen shackle staff strike tear top undo weigh down

get V-ed

The passive voice is sometimes formed with get instead of be. Most of the verbs with the passive pattern get V-ed also have the passive be V-ed. The list below shows the verbs most frequently used with the pattern get V-ed and the phrasal verbs most frequently used with the pattern get V-ed P.

Many of the verbs that often have a passive with get indicate that something unpleasant is happening, such as attack, criticize, hit, injure, penalize, rape, and wound.

Eric seems to be the one paying for his incredible talent because defenders are getting away with it while he gets penalised. And sometimes, of course, innocent bystanders get wounded.

Other verbs have a passive with get to emphasize that someone else, not the person indicated by the Subject, does the action and is responsible for it, even if the person indicated by the Subject wishes the action to be done.

I applied for college and got accepted but I can't go now because it would cost too much to put Christopher in a creche. They're wise enough to know they have to play by the rules to get noticed. Anyone that has any concerns, we do advise that they get tested.
separate serve shell shoot sign smack smash solve spend sponsor stab steal sting stop strand sue suspend tangle tax tease test thump trap vaccinate wash waylay weigh wound write beat up block in blow up break down get/be caught up clog up cut off find out fob off kick out knock around/about knock down/over knock up lay off leave behind lock up mess up pick on pick up psych up rip off run over slag off sort out steam up take in take over tangle up tell off throw out trip up turn on turn down wipe out

V colour
See pages xxx and xxx.

3 V pl-n
The verb is followed either by a plural noun group. This may consist either of one noun group indicating two or more people or things, or of two or more co-ordinated noun groups. The passive pattern is be V-ed.

This pattern has one structure:

- Verb with Object
  The research will compare two drugs.

Active voice: V pl-n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cook</td>
<td>can blend raspberries and asparagus.</td>
<td></td>
</tr>
<tr>
<td>Jim</td>
<td>introduced us.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>can't separate the threads of my life and my work.</td>
<td></td>
</tr>
</tbody>
</table>

Passive voice: be V-ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two styles</td>
<td>may be contrasted.</td>
<td></td>
</tr>
<tr>
<td>Their problems and ours</td>
<td>are dovetailed.</td>
<td></td>
</tr>
<tr>
<td>Tales like this</td>
<td>will be swapped tomorrow.</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs
Active voice: V pl-n P, V P pl-n (not pron)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>plural noun group</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>lined</td>
<td>the children</td>
<td>up.</td>
</tr>
<tr>
<td></td>
<td>Add</td>
<td>the numbers</td>
<td>up.</td>
</tr>
</tbody>
</table>

Verb group  
Particle  
plural noun group

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>added</td>
<td>up</td>
<td>them numbers.</td>
</tr>
<tr>
<td>I</td>
<td>muddled</td>
<td>up</td>
<td>the pedals.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The letters</td>
<td>have been mixed</td>
<td>up.</td>
</tr>
<tr>
<td>Non-smokers</td>
<td>are paired</td>
<td>up.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `combine' and `separate' group  
2 The `compare' group  
3 The `alternate' group

1 The `combine' and `separate' group

These verbs are concerned with joining, combining, or separating two or more things, either physically or metaphorically. We include here clink, which is concerned with making two or more things touch, and line up, which is concerned with arranging two or more things in relation to each other.

They **clinked glasses.**

**Combine all the ingredients for the soup** in a pan.

Eventually, an understanding of the brain might allow pleasure and addiction to **be decoupled.**

Bands like Orbital and The Orb are **fusing dance and rock** and creating a new set of ideas, sound and lifestyles.

**In order to cover a double bed, you'll need to join two widths of fabric.**
Reggie finished polishing the cocktail glasses and lined them up behind the bar.

I had long felt that the departments of trade and industry should be merged.

He did not touch the face of the pictures but used a pair of tongs from the desk drawer to separate them.

The verb combine often has an inanimate Subject.

Photographer Bob Sidaman says he wanted to create an image that combined technology and innocence.

2 The `compare' group

These verbs are concerned with seeing a similarity, difference, or connection between two or more things.

They undertook a study to compare levels of income across countries.

There are people who equate those two terrible video tapes.

The Seeker can ask questions and weigh answers, free to juxtapose whatever ideas come his or her way.

I think we should not mix up the hostages and the detainees.

3 The `alternate' group

These verbs are concerned with making a connection between two things or activities. This includes:

- doing two things at the same time or at different times e.g. alternate, synchronize
- breeding two things together e.g. cross-breed, hybridize
- exchanging two things e.g. exchange, swap
- taking account of two things e.g. balance, co-ordinate
An independent radio station set up hastily in Leningrad is **alternating local and Baltic news** in an attempt to keep people informed. The state has got to find some way to **balance these two needs**. The deal was we **would swap keys**, and when one family went away the other would water their plants. There is some evidence that attempts were made to **synchronize lunar and solar time**.

<table>
<thead>
<tr>
<th>alternate</th>
<th>balance</th>
<th>combine</th>
<th>co-ordinate</th>
<th>cross-breed</th>
<th>exchange</th>
<th>hybridize</th>
<th>interchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>multiply</td>
<td>swap</td>
<td>switch</td>
<td>synchronize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 The `introduce' and `come between' group

These verbs are concerned with making or breaking a relationship between two or more people.

_Alice was there and so was David and I remember introducing them._ Mother and I _were reconciled_ soon afterwards, but somehow the relationship was never quite the same again.

The phrasal verb **come between** has the pattern _V P n_ only.

_Clearly, Sarah loved that young man and someone cruelly came between them._

<table>
<thead>
<tr>
<th>bond</th>
<th>introduce</th>
<th>be parted</th>
<th>be reconciled</th>
<th>reconcile</th>
</tr>
</thead>
<tbody>
<tr>
<td>come between</td>
<td>pair up</td>
<td>(usu passive)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Structure information: Verb with Object

a) The plural noun group is the Object.

b) This structure has a passive, with the pattern _be V-ed_.

c) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle or after the particle. Most phrasal verbs have both these patterns, and if the Object comes after the particle, it is not a personal pronoun. You say _I nearly mixed them up_ or _I nearly mixed up the two twins_.

*However, in the case of one phrasal verb, come between, the Object comes*
after the particle only and it may be a personal pronoun.

d) Many of the verbs which have this pattern are ergative reciprocal verbs (see Chapter 8).

4 V pron-refl
The verb is followed by a reflexive pronoun.

This pattern has one main structure:

- Verb with Object
  Lise severely injured herself in a fall.

V pron-refl

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>reflexive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>asserted</td>
<td>myself.</td>
</tr>
<tr>
<td>He</td>
<td>couldn't kid</td>
<td>himself.</td>
</tr>
<tr>
<td>She</td>
<td>might scratch</td>
<td>herself.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V pron-refl P

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>reflexive pronoun</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pull</td>
<td>yourself</td>
<td>together.</td>
</tr>
<tr>
<td>Moira</td>
<td>stretched</td>
<td>herself</td>
<td>out.</td>
</tr>
<tr>
<td>Things</td>
<td>will work</td>
<td>themselves</td>
<td>out.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `hang' group</th>
<th>2 The `flaunt' group</th>
<th>3 The `demean' group</th>
<th>4 The `exert' group</th>
<th>5 The `compose' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 The `delude' group</td>
<td>7 The `excel' group</td>
<td>8 The `explain' group</td>
<td>9 The `occupy' group</td>
<td>10 The `stretch out' group</td>
</tr>
<tr>
<td>11 The `reproduce' group</td>
<td>12 The `enjoy' group</td>
<td>13 The `hide' group</td>
<td>14 The `absent' group</td>
<td>15 The `present' group</td>
</tr>
</tbody>
</table>

1 The `hang' group
These verbs are concerned with doing physical harm to yourself. This includes:

- injuring yourself accidentally e.g. burn, cut
- killing yourself in some way e.g. drown, electrocute

As we know from whenever we cut ourselves, blood darkens as it gets older.

If she'd wanted to drown herself there was a swimming pool handy. Children had seen a man up a tree with a noose round his neck. He was threatening to hang himself.

Dressing for success doesn't mean dolling yourself up in suits and shoulder pads.

I would be flattering myself if I believed I could snap my fingers and force a Swiss bank to jump.

The president, the government, parliament - they all flaunt themselves on the television and make pretty speeches about reform and democracy. But what have they actually done? Despite his eagerness to ingratiate himself, he remained an outsider without the full, honest support of the people in his own political party.
**demean ourselves** and we betray the ideals of our country when we do things like that.

Two of the fundamental bases of British justice are that no one should be forced to **in criminate himself** and that neither should he face trial twice.

It's sad to see so many artists **prostituting themselves**. Once rebellious rock 'n' roll has become nothing more than a corporate marketing game.

They come here because the staff are more helpful, and we'll put ourselves **out** to help them.

---

<table>
<thead>
<tr>
<th>compromise</th>
<th>demean</th>
<th>disgrace</th>
<th>forget</th>
<th>incriminate</th>
<th>lower</th>
<th>overreach</th>
<th>overstretch</th>
<th>perjure</th>
<th>prostitute</th>
<th>put out</th>
</tr>
</thead>
</table>

4 The `exert' group

These verbs are concerned with doing something with a great deal of effort, enthusiasm, or commitment.

Try not to **exert yourself** while working.
I found I was having a hell of a good time with various girlfriends **without committing myself**.
I taught there for five years and I **killed myself** over the students because they just needed so much.

---

<table>
<thead>
<tr>
<th>apply</th>
<th>assert</th>
<th>commit</th>
<th>exert</th>
<th>kill</th>
<th>stir</th>
</tr>
</thead>
<tbody>
<tr>
<td>burn out</td>
<td>wear out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 The `compose' group

These verbs are concerned with controlling, or failing to control, your feelings or behaviour. This includes:

- keeping calm under difficult circumstances e.g. collect, compose
- preparing yourself for a difficult situation e.g. brace
- failing to keep calm and becoming agitated e.g. (cannot) contain, work up
- adapting to new conditions e.g. acclimatize, assimilate
- organizing yourself e.g. organize, pace

India was much hotter than Tibet, and they had difficulty in **acclimatizing themselves**.
He **will** suppress his own fears, **brace himself**, and step forward to defend the weak.

By now, she was crying. She tried to **compose herself**, but could be seen visibly shaking.

At the moment I **have to pace myself** until I am 100 per cent fit.

If something is weighing heavily on your mind, don't just lie there **working yourself up**, get up and do something about it.

| acclimatize | assimilate | behave | brace | check | collect | compose | (cannot) contain control discipline limit organize orient pace steady 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cheer up</td>
<td>pick up</td>
<td>psych up</td>
<td>pull together</td>
<td>sort out</td>
<td>work up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 The `delude' group

These verbs are concerned with having the wrong idea about something.

> When one wants to believe something, it's easy to **delude oneself**. Somebody's making an awful lot of money out of this. **Don't** you **kid yourself**.

| deceive | delude | fool | kid |

7 The `excel' group

These verbs are concerned with being successful, becoming successful, or showing yourself to be successful.

> After a few years, I became a production secretary in radio: I wanted to **better myself** and found it a wonderful apprenticeship. Sheppard **excelled herself**, breaking her own 50m time and setting a new British record.

> You are going to have to fight for your honour and good name. Others will demand that you **prove yourself**, you cannot demand their respect without it.

> Although country ministers generally suffered from declining status and income, expansion helped some **pull themselves up**.

<table>
<thead>
<tr>
<th>better</th>
<th>distinguish</th>
<th>excel</th>
<th>prove</th>
</tr>
</thead>
<tbody>
<tr>
<td>pull up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 The `explain' group
These verbs are concerned with talking, often about yourself.

They were asked to leave the room when the affair was discussed and were refused an opportunity to explain themselves. Johnson pretended not to be able to hear anything Shaw said, so Shaw had to repeat himself in a louder voice. If we’d had another week together, Neville might have told me all manner of things. He was struggling to unburden himself, but couldn't quite screw himself up to it.

9 The `occupy' group

These verbs are concerned with occupying time.

You are only busying yourself at home to avoid dealing with certain larger issues.
To occupy myself, I returned to my reading.

10 The `stretch out' group

These verbs are concerned with moving your body, doing an action involving your body, or changing your position.

She crossed herself because she wanted divine protection for her husband. The old woman glared at him, drew herself up and stormed into the building. Linda rushed round with pots of steaming tea or coffee as soon as they had seated themselves. ‘Nothing is wrong now,’ laughed Bess as she stretched herself out lazily.

11 The `reproduce' group

These verbs are concerned with reproduction.
Computer organisms no longer just replicate themselves, they evolve in much the same way that real ones do. We are reproducing ourselves at such a rate that our sheer numbers threaten the ecology of the planet. In early summer there’s sweet rocket, a cottage garden flower that seeds itself year by year.

| replicate reproduce seed |

12 The `enjoy' group

These verbs are concerned with enjoying yourself or treating yourself well.

I do enjoy myself, I love sports, travelling and socializing, but when I'm at work I like to be kept busy. This is the time to indulge yourself. Go on, treat yourself to a new dress, splash around all the perfume you've been hoarding since Christmas. Go through the whole scene a second time, changing the words to suit yourself while getting the same message across.

| enjoy fortify fulfil help indulge pig spoil suit sun fill up |

13 The `hide' group

These verbs are concerned with hiding or keeping away from other people.

His first instinct was to hide himself. Williams locked himself away for 10 days with his producer to turn out a detailed filming schedule. Billy tends to keep things to himself and shut himself off.

| hide isolate lock away shut away shut off |

14 The `absent' group

These verbs are concerned with leaving somewhere or not being somewhere.

With his waiting and cooking experience, Akhtar can fill the void when staff absent themselves.
You are, of course, free to depart when you wish - but be warned, after such a restful break you will probably find it very difficult to tear yourself away.

absent uproot
take off tear away

15 The `present' group

These verbs are concerned with something happening. This includes:

- something occurring e.g. manifest, present
- something becoming established e.g. entrench, establish
- something happening again e.g. repeat

He established himself in the team before this match.
An opportunity soon presented itself, which he eagerly seized.
History didn't have to repeat itself. This time, we'd get it right.
Just how this situation will work itself out remains to be seen.

assert entrench establish manifest present reassert repeat
work out

16 Verbs with other meanings

There are a number of other verbs which have this pattern.

She had decided to avenge herself and all the other women he had abused.
One day when I locked myself out I discovered I could put my arm through the back-door catflap and turn the key on the inside.
She lay still for a few seconds, trying to orient herself.
Pamela was beginning to reproach herself for letting Rosie down.

The Subject of all the verbs typically indicates a person, except for burn out, where the Subject indicates fire.

The fire commissioner said either the fire will burn itself out or the sprinklers will get it.
Structure information

a) The reflexive pronoun is the Object.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the Object.

Other structures

In the case of one verb, *be*, the reflexive pronoun is a Complement. Only the forms *be* and *being* are used.

> `What do I have to do?' I asked. Tony laughed. `Just *be yourself*. Nothing more.'
> With George she felt completely at ease, capable of *being herself* in his company.

| be |

5 V amount

The verb is followed by a word or phrase indicating an amount, such as *three dollars, a lot, much, two per cent*. The passive pattern is *be V-ed*.

This pattern has three structures:

- Structure I: Verb with Complement
  
  *Two and two don't always make four.*

- Structure II: Verb with Object
  
  *The canoes held two people.*

- Structure III: Verb with Adjunct
  
  *I had to walk four miles.*

Structure I: Verb with Complement

V amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two and two</td>
<td>make</td>
<td>four.</td>
</tr>
</tbody>
</table>
He weighed 18 stone.

Verbs with this structure belong to the following meaning groups:

I.1 The `equal' group
I.2 The `measure' group

I.1 The `equal' group

These verbs are used when indicating how big an amount is. They are all link verbs (see Chapter 5).

*The trust banks' joint investment in the firm equals 23 per cent of their total capital.*

*The bill could easily run into hundreds of pounds.*

*The amount involved is said to total up to four thousand million dollars.*

I.2 The `measure' group

These verbs are used when indicating the size or weight of something or someone. They are all link verbs (see Chapter 5).

*Twenty years ago, supermarkets averaged 20,000 square feet.*

*The skirt measures 32 inches from waistline to hem.*

*The fattest cat ever was an Australian called Himmy, who weighed 21.3kg.*

Structure information: Verb with Complement

a) The amount is the Complement.

b) This structure has no passive.

c) There is only one phrasal verb with this structure: run into. The pattern is VP amount.
Structure II: Verb with Object

Active voice: V amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scheme</td>
<td>could cost</td>
<td>millions of pounds.</td>
</tr>
<tr>
<td>A mysterious bidder</td>
<td>offered</td>
<td>1.5 million dollars.</td>
</tr>
<tr>
<td>The dining room</td>
<td>could seat</td>
<td>394 passengers.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An extra 536</td>
<td>is charged</td>
<td>for express transfer.</td>
</tr>
<tr>
<td>534000</td>
<td>was taken</td>
<td>in one night.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>amount</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>lives</td>
<td>on</td>
<td>eight pounds a week.</td>
<td></td>
</tr>
<tr>
<td>An agent</td>
<td>takes</td>
<td>in</td>
<td>53300</td>
<td>for each holiday.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `pay' group</th>
<th>II.2 The `hold' group</th>
<th>II.3 The `do' group</th>
</tr>
</thead>
</table>

II.1 The `pay' group

These verbs are concerned with financial transactions such as buying, selling, or earning a living.

He is charging a hefty *533.95 plus VAT*, more than double the going rate. Sophisticated locals patronise the well-established jewellers, who quote fair prices; when pressed they knock off 10 per cent. Dental charges are also to rise, with patients having to pay 80 per
cent rather than 75 per cent of the cost of treatment. I only pull in *5315,000 a year before taxes as a social worker, which is like nothing to live on.

The phrasal verb knock off also has the pattern V amount P.

They should knock *532,000 off.

The verbs cost and pay 6 have an inanimate Subject.

Things are expensive: a jar of black caviar costs 1,700 roubles. The job now pays *53135,000 a year.

II.2 The `hold' group

These verbs are concerned with the capacity of something.

The Vacutank is a combined hand pump and tank which can hold 8.3 litres of oil or other fluids. The bungalow sleeps four.

II.3 The `do' group

These verbs are concerned with the speed of something.

Having driven that highway, I knew they were doing 70 miles an hour, at a minimum.

II.4 The `gain' and `lose' group

These verbs are concerned with gaining or losing something.

The group has since opened its doors to everyone and gained 250,000 members. The Fidelity fund has a different charging structure. Investors lose only 2 per cent in an initial charge.
II.5 Verbs with other meanings

There are a few other verbs which have this structure. We include here *average*, which can indicate how much someone or something gets or produces. It can also indicate the speed or price of something, and is included in meaning groups II.1 and II.3 above.

*All biopsies are performed by a radiologist and helpers. The time is highly variable, but _allow two hours_. The city now _averages three or four murders_ every year. Jones _has made 4,690 runs_ in one-day international matches. The cut in interest rates _does not mean a lot_ financially.*

---

Structure information: Verb with Object

a) The **amount** is the Object.

b) This structure has a passive, with the pattern *be V-ed*. However, not all verbs with this structure are used in the passive. The following verbs are the ones most frequently passive.

*ask charge gain lose make offer pay take*

c) Phrasal verb patterns are the same except that there is also a particle, P. In most cases, this particle comes after the verb, but in the case of _knock off_, the particle can also come after the Object. No phrasal verbs occur in the passive.

**Structure III: Verb with Adjunct**

V amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretax profit</td>
<td>climbed</td>
<td>11 per cent.</td>
</tr>
<tr>
<td>His team</td>
<td>lost</td>
<td>3-0.</td>
</tr>
<tr>
<td>Paul</td>
<td>swam</td>
<td>16 lengths.</td>
</tr>
</tbody>
</table>
Phrasal verbs: V P amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current law</td>
<td>dates</td>
<td>back</td>
<td>250 years.</td>
</tr>
<tr>
<td>The crime rate in Rio</td>
<td>went</td>
<td>down</td>
<td>37.4 percent.</td>
</tr>
</tbody>
</table>

A wider range of words and phrases indicating an amount are used in this structure than in the others. These include *ten-fold* and *a bit*.

Verbs with this structure belong to the following meaning groups:

| III.1 The `increase' group | III.2 The `walk' group | III.3 The `win' group |

III.1 The `increase' group

These verbs are concerned with changes in value, amount, or degree.

*The nation's industrial production declined 2 percent last month.*
*In Paris, the dollar fell a fifth of a cent.*
*If you have five stocks, and three go down 75 percent, one goes up ten-fold, and one goes up 20 percent, you still have good performance for those five.*
*Antibodies increase two- to three-fold in experimental animals fed on excess vitamin E.*
*Income rose a bit for families without children.*
*The Dow Jones industrial average, which slid 37.55 points on Friday, finished up 25.94 points at 3,276.26.*

climb decline decrease dive drop fall increase jump plummet plunge rise shrink sink slide slip surge swell tumble
go down go up

III.2 The `walk' group

These verbs are concerned with moving or travelling. The amount indicates the distance travelled. This is a productive use: most verbs which involve moving or travelling can be used with this pattern. The verbs listed here are those which are most frequently used in this way.

*Bud said he'd back up a hundred yards, hide his truck off the road in*
the bushes, and head for where the action was. You **could travel a long way** and have nothing to show for it. Joseph **walked over four miles** in 90 degree heat.

<table>
<thead>
<tr>
<th>ascend</th>
<th>go</th>
<th>jump</th>
<th>march</th>
<th>run</th>
<th>swim</th>
<th>travel</th>
<th>walk</th>
<th>back</th>
<th>up</th>
</tr>
</thead>
</table>

### III.3 The `win' group

These verbs are concerned with winning or losing. The amount indicates the score.

*She then lost her serve to **trail 3-5** and the match was effectively over.*

*Maple Leafs began with a handicap goal, but Ellerston **won 7-6**.*

<table>
<thead>
<tr>
<th>lead</th>
<th>lose</th>
<th>trail</th>
<th>win</th>
</tr>
</thead>
<tbody>
<tr>
<td>go down</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III.4 Verbs with other meanings

There are a few other verbs which have this structure.

*There is evidence of human settlement **dating back 5,000 years**.*

*Although coins are more expensive to manufacture than bills, they **last much longer** in circulation.*

<table>
<thead>
<tr>
<th>last</th>
</tr>
</thead>
<tbody>
<tr>
<td>date back</td>
</tr>
</tbody>
</table>

**Structure information: Verb with Adjunct**

a) The **amount** is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

**Other related patterns**

| V amount adj/adv |
The verb is followed by an amount and an adjective group or adverb group. Verbs with this pattern are used when indicating the size of someone or something. They are link verbs (see Chapter 5).

\[ \text{The fence was two and a half metres high and had triple strands of barbed wire at the top.} \]
\[ \text{The river was only fifty yards across and we were over in a minute.} \]
\[ \text{The cushion measures 16 inches square.} \]

be measure stand

These verbs also have the pattern \text{V amount in n}. The prepositional phrase beginning with in indicates the dimension concerned.

\[ \text{The brooch measures 2 inches in length, and the clip-on earrings are 1 inch in diameter.} \]

V amount in n
See \text{V amount adj/adv} above.

6 V adj
The verb is followed by an adjective group.

This pattern has one structure:

- Verb with Complement
  \[ I \text{ was hungry.} \]

V adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poe</td>
<td>died</td>
<td>penniless.</td>
</tr>
<tr>
<td>Mother's cheeks</td>
<td>glowed</td>
<td>red.</td>
</tr>
<tr>
<td>She</td>
<td>looked</td>
<td>happy.</td>
</tr>
<tr>
<td>I</td>
<td>stood</td>
<td>perfectly still.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P adj

<p>| Verb group | Particle | adjective group |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit up</td>
<td>straight</td>
<td></td>
</tr>
<tr>
<td>Matching sets</td>
<td>work</td>
<td>out cheaper than separate items.</td>
</tr>
</tbody>
</table>

Some verbs with this pattern are generally considered to be **link verbs** because they need an adjective after them to complete their meaning (see Chapter 5). Others are not considered to be link verbs, because they have a complete meaning in themselves, for example they indicate an action such as moving. However, for both kinds of verb, the adjective group after the verb describes the person or thing indicated by the Subject.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `be' group</th>
<th>5 The `die' group</th>
<th>9 The `break free' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `become' group</td>
<td>6 The `sit' group</td>
<td>10 The `jump' group</td>
</tr>
<tr>
<td>3 The `seem' group</td>
<td>7 The `stare' group</td>
<td>11 The `close higher' group</td>
</tr>
<tr>
<td>4 The `act' group</td>
<td>8 The `slide open' group</td>
<td>12 The `gleam' group</td>
</tr>
</tbody>
</table>

1 The `be' group

These verbs indicate that someone or something has a particular quality or is in a particular state. We include here *keep, remain, and stay*, which indicate that someone or something remains in a particular state. The verbs in this group are all **link verbs** (see Chapter 5). *Keep* is an **ergative link verb** (see Chapter 7).

*She was not young, but she was beautiful.*
*I was feeling a bit lonely.*
*They had been burning charcoal to keep warm after their electricity had been cut off.*
*The law has proved difficult to implement, however.*
*The United States stands ready to take whatever military action is appropriate to bring things under control.*

The verbs *go 2.3* and *pass* are followed by negative adjectives such as *unnoticed* and

*Adler wasn't going to let such behaviour go unnoticed.*

The verbs *rank* and *rate* are used with *high* and *low*. The adjective is usually followed by a prepositional phrase. This pattern is **V adj prep**.

*The technology on which the machine is based, called parallel...*
The technology on which the machine is based, called parallel supercomputing, \textbf{ranks high on the research agenda of every big computer company}.

The verb \textit{work out} is used with the adjectives \textit{cheap} and \textit{expensive}.

\textit{Check washing instructions before you buy - some fabrics are `dry-clean only' which \textbf{can work out expensive}.}

\begin{tabular}{l}
\textbf{be feel go keep lie pass prove rank rate remain stand stay} \\
\textbf{work out}
\end{tabular}

2 The `become' group

These verbs indicate that someone or something starts to have a particular quality or be in a particular state. They are all \textbf{link verbs} (see Chapter 5).

\textit{If your boss is opposed to your idea, your task \textbf{becomes more difficult}.} \\
\textit{He \textbf{came over all dizzy}, he said, when he stood up.} \\
\textit{People who've tried that in the past \textbf{have ended up dead}.} \\
\textit{She \textbf{fell silent} suddenly and cast an uneasy glance over her shoulder.} \\
\textit{Does your father ever \textbf{get cross}?} \\
\textit{The audience \textbf{went crazy}, booing, screaming, clapping hands, some even standing on their seats and shaking their fists.}

\begin{tabular}{l}
\textbf{become come fall get go grow turn} \\
\textbf{come out come over end up finish up turn out wind up}
\end{tabular}

The verb \textit{turn 17} is only followed by colour adjectives and has the pattern \textbf{V colour}. It is an \textbf{ergative link verb} (see Chapter 7). See also meaning group 12 below.

\textit{Swanson's face \textbf{turned white} as he realized what was about to happen.}

\textit{Turn} can also be used with a noun group indicating a colour.

\textit{Erin watched as the sun \textbf{turned a deep pink-orange} on the western horizon.}

\begin{tabular}{l}
\textbf{turn}
\end{tabular}

3 The `seem' group
These verbs indicate that someone or something seems to have a particular quality or be in a particular state. They are all link verbs (see Chapter 5). The verb feel indicates how someone seems to themselves.

*He felt ridiculous.*
*The Government seems unable to take control of the situation.*
*In principle, it sounds great: no pollution, free energy, and everyone lives happily ever after.*

Bottled fruit not only *tastes delicious* but it also *looks terrific* displayed in the kitchen.

4 The `act' group

These verbs indicate that someone pretends to have a particular quality or be in a particular state. They are both link verbs (see Chapter 5).

*Claire decided not to act surprised at the mention of Walker's name.*

5 The `die' group

These verbs are concerned with actions or processes.

This is a productive use: many verbs referring to an action or process can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way and are used with a wide variety of adjectives.

*My father died young.*
*What does it mean to grow up poor in this rich society?*
*None of them returned alive.*

With most verb-adjective combinations of this kind, it is the adjective that is frequently used in this way and that makes the combination possible, rather than the verb. Negative adjectives such as harmed, unnoticed, intact, and barefoot are most frequently used in this way.

*She walks barefoot through the kitchen, brushing her hair and looking*
for Allen. He is a fascinating talker and Freddy and I listen entranced. I considered showing up unannounced at his front door, then rejected the idea as undignified. The man's car was hit by rifle fire but he escaped unhurt.

The following adjectives are frequently used after verbs indicating actions or processes.

<table>
<thead>
<tr>
<th>Ashen-faced</th>
<th>Barefoot</th>
<th>Bareheaded</th>
<th>Blindfold</th>
<th>Breathless</th>
<th>Drunk</th>
<th>Empty-handed</th>
<th>Entranced</th>
<th>Red-faced</th>
<th>Sober</th>
<th>Spellbound</th>
<th>Stark</th>
<th>Naked</th>
<th>Nude</th>
<th>Poker-faced</th>
<th>Red-faced</th>
<th>Sober</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, the comparative adjective closer is used after verbs of movement such a draw.

As they drew closer, the forms of three black-and-white police cars could be seen.

6 The `sit' group

These verbs indicate the position or posture of someone or something.

Behind him a man was lying dead, struck in the head by the bullet intended for Sharpe. Her Bronco still sits unused in the garage. He put the phone down and Jessica stood motionless, waiting.

<table>
<thead>
<tr>
<th>Hang</th>
<th>Lie</th>
<th>Sit</th>
<th>Stand</th>
</tr>
</thead>
</table>

The following adjectives are frequently used with one or more of these verbs.

| Awake | Comatose | Crooked | Dead | Defenceless | Flat | Forlorn | Helpless | Motionless | Neglected | Prone | Prostrate | Proud | Senseless | Speechless | Sprawled | Still | Stock-still | Straight | Transfixed | Unconscious | Undisturbed | Unfinished | Unopened | Untouched | Unused | Upright |
|-------|----------|--------|------|------------|------|---------|----------|------------|-----------|-------|-----------|-------|-----------|-----------|---------|------|-------------|---------|-----------|-------------|------------|-----------|----------|---------|---------|--------|---------|

7 The `stare' group

These verbs are concerned with looking. They are used with adjectives describing the expression or emotion of the person who is looking at
something.

Others cling to older children who **stare wide-eyed** at the scene unfolding before them. Jerry Hall **watched aghast** as her drunken friend leapt on to an historic four-poster bed, setting off alarms and creating mayhem in a packed museum.

<table>
<thead>
<tr>
<th>gaze</th>
<th>stare</th>
<th>watch</th>
</tr>
</thead>
</table>

The following adjectives are used with these verbs. In addition, some adjectives from the lists in meaning groups 5 and 6 above, for example **entranced** and **transfixed**, can be used with these verbs.

<table>
<thead>
<tr>
<th>aghast</th>
<th>amazed</th>
<th>appalled</th>
<th>goggle-eyed</th>
<th>open-mouthed</th>
<th>unseeing</th>
<th>wide-eyed</th>
</tr>
</thead>
</table>

8 The `slide open` group

These verbs indicate that something such as a door moves, or makes a sound as it moves. They are used with adjectives such as open and shut.

This is a productive use: other verbs with similar meanings, for example **squeak** and **yawn**, can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

*As Adam and Zelikov entered, the heavy steel doors **banged shut** behind them. The door **slid open** to admit Blake.*

<table>
<thead>
<tr>
<th>bang</th>
<th>blow</th>
<th>burst</th>
<th>clang</th>
<th>creak</th>
<th>slam</th>
<th>slide</th>
<th>snap</th>
<th>spring</th>
<th>swing</th>
</tr>
</thead>
</table>

9 The `break free` group

These verbs indicate that a person manages to get free from a restraint, or that an object comes away from or out of something. They are used with free or loose.

This is a productive use: other verbs with similar meanings, for example **jerk**, **scramble**, and **twist**, can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

*The more I struggled to **break free**, the more I became entangled. He gave a feeble shrug and tried to **squirm free**.*
One of the pins **had worked loose** from the outer plate.

10 The `jump' group

These verbs indicate movement upwards or downwards. They are used with *high* or *low*.

*The chef **bent low** to ignite the burners beneath the table.*

*She could run faster and **jump higher** than her brothers.*

11 The `close higher' group

These verbs are used when talking about the level of share prices or currencies. They are used with the adjectives *higher* and *lower*. *Close, end, finish,* and *open* are also used with *firmer, weaker,* and *unchanged*. These verbs are all **link verbs** (see Chapter 5).

*Stocks **closed lower** on Wall Street today.*

*The pound **edged higher** against the dollar, to close up .15 cents at $1.68.*

*On Tuesday, London **opened firmer** on a technical bounce after Monday's broad decline.*

12 The `gleam' group

These verbs indicate that something gives out or reflects light. They are used with adjectives indicating colour, and with adjectives such as *bright* and *clear*. We include here *run*, which is used when indicating the appearance of a liquid.

This is a productive use: other verbs with similar meanings, for example *glimmer, glitter, shimmer,* and *sparkle*, can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

*The metal box **gleamed silver** in the sun.*

*Behind us the white cliffs of Dover **shone bright** in the morning sun.*
Verbs which are used with colour adjectives, and not other adjectives, have the pattern \textbf{V colour}.

\textit{Laidi blushed} \textbf{scarlet} and looked at me.

| blush | flame | flush |

Both these groups of verbs can also be used with a noun group indicating colour.

\textit{Taken off guard, Charlie} \textbf{flushed a dark red.}  
\textit{The water} \textbf{glowed a faint yellow} from the reflected lights of the city.

13 The `set' group

These verbs indicate that something becomes solid. They are used with solid or hard.

\textit{It was bitterly cold and my underwear} \textbf{had frozen solid}.  
\textit{The mixture} \textbf{will soon set hard}.

| freeze | set |

14 Verbs with other meanings

There are a number of other verbs which have this pattern. With the exception of \textit{dawn} and \textit{wax}, they are used with only one or two adjectives, as indicated in the list below.

\textit{The fire} \textbf{had burned low} and they had been sitting in semi-darkness.  
\textit{Easter Sunday} \textbf{dawned bright and clear}.  
\textit{Hell, they'd fall down dead} if they ran six steps, most of 'em.  
\textit{The chair has eight adjustable positions and} \textbf{folds flat} for easy storing.  
\textit{In court today, Mr Alleyne} \textbf{pledged guilty} and was jailed for thirty days.  
\textit{Writers} \textbf{have been waxing lyrical} about the country house hotel for years.  
\textit{Stay indoors, wrap up warm} and don't venture out.

| burn (low) | dawn | fold (flat) | hang (heavy) | marry (young) | plead (guilty/innocent) | run (unopposed) | stand (unopposed) | stoop (so low) | strip (naked) | wax | wear (thin) | weigh (heavy) |
Sometimes verb and adjective combinations are regarded as phrases, for example lie low, loom large, and run wild.

Structure information

a) The adjective group is the Complement.

b) This structure has no passive.

c) The phrasal verb pattern is the same, except that there is a particle, P, which comes after the verb.

Other productive uses

In informal and non-standard English, adjective groups are sometimes used after verbs as Adjuncts, as in Why does he act so mean?, He continued to talk tough, and You’ve got to think positive.

Other related patterns

V adj prep
See meaning group 1 above.

V amount adj
See page xxx.

V colour
See meaning groups 2 and 12 above.

V -ed

The verb is followed by an `'-ed' clause - that is, a clause introduced by the `'-ed' form of another verb. The `'-ed' clause indicates the state that something is in, starts being in, or seems to be in. These verbs are all link verbs (see Chapter 5).

The dog was on a chain, which was attached to another chain that stretched the width of the yard. The tanks then became trapped between barricades, and were
eventually abandoned.

He felt betrayed.

appear be become feel lie look seem

7 V -ing

The verb is followed by an `-ing' form.

This pattern has three structures:

- Structure I: Verbs in phase
  
  She started walking.

- Structure II: Verb with Object
  
  He liked dancing with her.

- Structure III: Verb with Adjunct
  
  They ended up fighting.

Structure I: Verbs in phase

V -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>-ing</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sea</td>
<td>came</td>
<td>rushing</td>
<td>in.</td>
</tr>
<tr>
<td>The government</td>
<td>ceased</td>
<td>funding</td>
<td>the bank.</td>
</tr>
<tr>
<td>He</td>
<td>kept</td>
<td>saying</td>
<td>he was sorry.</td>
</tr>
<tr>
<td>Jane</td>
<td>cannot resist</td>
<td>buying</td>
<td>kitchen gadgets.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>-ing</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>carried</td>
<td>on</td>
<td>walking.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>gave</td>
<td>up</td>
<td>trying</td>
<td>to sleep.</td>
</tr>
<tr>
<td>He</td>
<td>left</td>
<td>off</td>
<td>setting</td>
<td>the breakfast table.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

I.1 The `start' and `stop' group  I.2 The `avoid' group  I.3 The `try' group
I.1 The `start' and 'stop' group

These verbs are concerned with starting, stopping, continuing, or doing an action.

Then she **burst out crying**.
They **came stalking** in here yesterday and demanded to see me.
When I **went around asking** people how they felt about America, I was a little apprehensive about the answers.
Rather than correct her, I **kept trying** to change the subject.
I hope you're not going to **start crying**.
**Stop treating** me like a schoolgirl.

<table>
<thead>
<tr>
<th>begin</th>
<th>cease</th>
<th>come</th>
<th>commence</th>
<th>continue</th>
<th>discontinue</th>
<th>finish</th>
<th>get</th>
<th>go (not) go</th>
<th>keep</th>
<th>quit</th>
<th>resume</th>
<th>start</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>burst out</td>
<td>carry on</td>
<td>fall about</td>
<td>fall to</td>
<td>give over</td>
<td>give up</td>
<td>go about</td>
<td>go around/round</td>
<td>go on</td>
<td>keep on</td>
<td>leave off</td>
<td>take to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I.2 The `avoid' group

These verbs are concerned with not doing an action.

**Farling studiously avoided looking** at Piercey.
I thought, I **won't bother washing** my hair - I'll wash it tomorrow.
Some teens simply **hold off speaking** to their parents.
He left word that he had rung, but carefully **omitted leaving** his own number.

<table>
<thead>
<tr>
<th>avoid (not) bother</th>
<th>escape</th>
<th>evade</th>
<th>forbear</th>
<th>omit (cannot)</th>
<th>resist</th>
<th>shun</th>
</tr>
</thead>
<tbody>
<tr>
<td>hold off</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I.3 The `try' group

These verbs are concerned with doing something even though it may be dangerous or may not bring success.

**People are still very concerned at their employment prospects, and they are not prepared to risk moving house yet.**
I **tried ringing** his home, but they told me he wasn't there.
I.4 The `go riding' group

These verbs are concerned with taking part in an activity, often shopping or a leisure activity.

Next time you **come shopping** in Safeway, why not bring with you any unwanted clean carrier bags from previous shopping trips? The next afternoon Amy **went riding** with Gerald.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Information: Verbs in phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The verb and the <code> </code>-ing' form are two verbs <strong>in phase</strong>, and together form a <strong>complex verb group</strong>. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you <strong>start laughing</strong>, the <strong>starting</strong> and the <strong>laughing</strong> are not two processes but one.</td>
<td></td>
</tr>
<tr>
<td>The complex verb group is followed by a group, phrase or clause which completes the pattern of the second verb. In the structure tables above this is called a <strong>Compleitive</strong>. For example, if the second verb is normally followed by a noun group, then the Compleitive of the complex verb group will be a noun group.</td>
<td></td>
</tr>
<tr>
<td>b) This structure has no passive, but the <code> </code>-ing' form may be passive, consisting of <strong>being</strong> and an <code> </code>-ed' form. <strong>To avoid being caught</strong>, the gang sometimes cut off the phone.</td>
<td></td>
</tr>
<tr>
<td>c) The phrasal verb pattern is the same, except that there is a particle, P, which comes after the verb.</td>
<td></td>
</tr>
</tbody>
</table>

Structure II: Verb with Object

<table>
<thead>
<tr>
<th>V `-ing</th>
<th>Verb group</th>
<th>`-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
</tr>
<tr>
<td>Only one person</td>
<td>admitted</td>
<td>seeing him that night.</td>
</tr>
<tr>
<td>She</td>
<td>may fear</td>
<td>being left on her own.</td>
</tr>
<tr>
<td>He</td>
<td>likes</td>
<td>walking his dogs.</td>
</tr>
</tbody>
</table>
Phrasal verbs: V P -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>had counted</td>
<td>on</td>
<td>riding home with Norman.</td>
</tr>
<tr>
<td>The couple</td>
<td>are looking</td>
<td>into</td>
<td>getting a three-month visa.</td>
</tr>
<tr>
<td>I</td>
<td>didn't take</td>
<td>to</td>
<td>teaching.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

- **II.1 The `like' and `dislike' group**
- **II.2 The `dread' and `look forward to' group**
- **II.3 The `consider' group**
- **II.4 The `remember' group**
- **II.5 The `recommend' group**
- **II.6 The `involve' group**
- **II.7 The `postpone' group**
- **II.8 The `need' group**
- **II.9 The `risk' group**

### II.1 The `like' and `dislike' group

These verbs are concerned with liking or disliking something.

- *I don't appreciate being treated like a suspect.*
- *I hate the sight of guns and dislike touching them.*
- *I don't really like having people round.*
- *He preferred being an audience rather than an entertainer.*
- *Many other people today said they could not tolerate doing nothing.*

<table>
<thead>
<tr>
<th>adore</th>
<th>appreciate (cannot)</th>
<th>bear (not)</th>
<th>begrudge</th>
<th>detest</th>
<th>dislike (cannot)</th>
<th>endure</th>
<th>enjoy</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>loathe</td>
<td>love (not)</td>
<td>mind</td>
<td>mind</td>
<td>prefer</td>
<td>relish</td>
<td>resent</td>
<td>(cannot) stand</td>
</tr>
<tr>
<td>take to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II.2 The `dread' and `look forward to' group

These verbs are concerned with attitudes towards the future. This includes:

- not wanting something to happen e.g. *dread, fear*
- wanting something to happen e.g. *fancy, favour, look forward to*

* I would like to meet him but at the same time I *dread meeting him.*
She was hungry, but she couldn't face eating. Angelina has spent all her primary school years in Britain and is looking forward to going on to senior school.

dread (not) face fancy favour fear  
look forward to

II.3 The `consider' group

These verbs are concerned with ideas about what is going to happen in the future.

In the early part of December, you can anticipate making a major purchase. You should consider supplementing your diet with vitamins and minerals. He debated taking his car, but decided to go on foot. I haven't been in any trouble and I don't intend getting into any. I'd reckoned on having nine thousand pounds and I haven't - I've only got six thousand.

anticipate consider contemplate debate envisage fantasize imagine intend visualize  
count on/upon figure on look into plan on reckon on see about

II.4 The `remember' group

These verbs are concerned with attitudes and ideas about the past. This includes:

- remembering or forgetting e.g. forget, recall
- having a feeling about something in the past e.g. miss, regret

I'll never forget going to Sunday school as a kid. When they had calmed down they were sure to regret having revealed themselves so unguardedly when there was a stranger present. She can't remember committing the murder, although all the evidence points to her guilt.

forget miss recall recollect regret remember (cannot) remember

II.5 The `recommend' group
These verbs are concerned with speaking or writing. This includes:

- talking about something done in the past e.g. admit, deny, report
- making a suggestion about the future e.g. advise, recommend
- discussing something e.g. debate

**Members** had debated *changing the law* to fight disease.
**He** denied *causing death by reckless driving*.

The judges **recommended** *giving more modest prizes*.

<table>
<thead>
<tr>
<th>acknowledge</th>
<th>admit</th>
<th>advise</th>
<th>advocate</th>
<th>debate</th>
<th>deny</th>
<th>describe</th>
<th>forbid</th>
<th>mention</th>
<th>prohibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>propose</td>
<td>recommend</td>
<td>report</td>
<td>suggest</td>
<td>urge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.6 The `involve' group

These verbs are concerned with a logical relation between two actions, events, or states. One is indicated by the Subject and one is indicated by the `-ing' clause.

- The job of a choreologist **entails** teaching dancers the technique and performance of dance movements.
- Fusion **involves** forcing nuclei together rather than fragmenting them.
- Taking the engine out **necessitates** removing the front panel.
- My brother had suggested that I take the bus because it **would save** having to find a place to park in Manhattan.

<table>
<thead>
<tr>
<th>allow</th>
<th>entail</th>
<th>involve</th>
<th>justify</th>
<th>mean</th>
<th>necessitate</th>
<th>permit</th>
<th>preclude</th>
<th>prevent</th>
<th>save</th>
</tr>
</thead>
</table>

II.7 The `postpone' group

These verbs are concerned with postponing the time when something is done.

- These goods are also expensive, so people **defer** buying them when they are hard-up.
- Many young couples **have postponed** having families because of the recession.

<table>
<thead>
<tr>
<th>defer</th>
<th>delay</th>
<th>postpone</th>
</tr>
</thead>
<tbody>
<tr>
<td>put off</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.8 The `need' group
These verbs are concerned with needing or deserving action or treatment of some kind.

Surely our feet deserve pampering all year round.
I asked if there were any more problems that needed sorting out.
Miles is in good health and doesn't cry unless he wants feeding or changing.

deserve need require want

II.9 The `risk' group

These verbs are concerned with doing something that may have bad results. The `-ing' clause indicates the possible result of the action.

The advertisers chance alienating the customers they hope to woo.
Since race cars aren't insured, you risk losing everything if you hit something solid.

chance risk

II.10 Verbs with other meanings

There are a number of other verbs which have this structure.

He has abandoned a fitness regime which encouraged dining on muesli and bananas.
The vast majority of patients still have to endure being cut open and having several weeks off work, even for quite simple operations.
In many companies more effort went into generating profits than into long-term planning.
The profits will go towards fighting pollution and the destruction of rainforests.
They say that when you're playing chess you can go without eating.
Practise changing your behaviour in situations which are relatively neutral for you.

discourage encourage endure mime practise
going away with go into go towards go without play at
Structure information: Verb with Object

a) The `'-ing' clause is the Object. The first verb and the `'-ing' clause express two closely-related but separate actions or states. For example, if you regret leaving, the regretting and the leaving are two processes.

b) This structure has a passive, with the pattern be V-ed. However, it does not often occur.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb. The phrasal verbs look forward to and get away with have the pattern V P P -ing, with two particles after the verb.

Structure III: Verb with Adjunct

V -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'d die</td>
<td>feeling guilty.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>ended</td>
<td>up</td>
<td>having dinner.</td>
</tr>
<tr>
<td>I</td>
<td>was hanging</td>
<td>around</td>
<td>hoping to see him.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with beginning, ending, or spending time in a particular way.

The soldiers reasoned that they'd prefer to die fighting rather than waiting. 
Their boat finished up pointing the wrong way.
I started off doing languages, which I quite enjoyed, but I switched to law and qualified as a solicitor.
Structure information

a) The `-ing' clause is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

8 V to-inf

The verb is followed by a to-infinitive.

This pattern has three structures:

- Structure I: Verbs in phase
  The number of victims continues to rise.
- Structure II: Verb with Object
  He expects to fly to Beijing soon.
- Structure III: Verb with Adjunct
  He hurried to catch up with his friend.

Structure I: Verbs in phase

V to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to-infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The arrangements</td>
<td>appeared</td>
<td>to be</td>
<td>satisfactory.</td>
</tr>
<tr>
<td>Prison officers</td>
<td>continued</td>
<td>to patrol</td>
<td>the grounds.</td>
</tr>
<tr>
<td>He</td>
<td>refused</td>
<td>to comment.</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs: V P to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>to-infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Carey</td>
<td>went</td>
<td>on</td>
<td>to spell out</td>
<td>his views.</td>
</tr>
<tr>
<td>These theories</td>
<td>may turn</td>
<td>out</td>
<td>to contain</td>
<td>elements of truth.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:
I.1 The `begin' group

These verbs are concerned with starting, stopping, or continuing an action.

*Edgar began to laugh again.*
*The social activities patients enjoyed before they became sick will continue to be enjoyed during the course of their illness.*
*Phil went on to enjoy more success at cricket than he had at football.*
*He treated us okay but I never got to like him.*

The verb *come on* is always used with verbs indicating the weather, with the Subject *it*.

*It was coming on to rain when finally Mac's lorry arrived.*

I.2 The `appear' group

These verbs are concerned with an activity being real or appearing to be real. We include here *make*, which indicates that someone appears to be about to do something, but does not do it.

*He listens to five different conversations simultaneously, while appearing to give each one 100 per cent of his attention.*
*She made to move past him. He placed himself in her way.*
*He'd only pretended to be sleeping. He'd really been watching her all the time.*
*The great storm of 1987 proved to be a blessing in disguise for Chepsea Gardens in Sussex.*
*The diagnosis turned out to be her worst nightmare.*

I.3 The `try' group
These verbs are concerned with trying to achieve something.

Though I've attempted to buy a soundtrack album, no shop seems to have heard of it.
For a further nine years Gladstone laboured to reverse that decision.
A lot of people struggled to understand why they were doing this.
That's what he's doing, though he tries to ignore it.

| attempt battle endeavour fight grapple labour scramble strain strive struggle try |

I.4 The `manage' group

These verbs emphasize that something is successfully done, especially something that is difficult or easily forgotten.

The whole of the Great Lakes was exerting a strange hold on me, which I couldn't begin to understand.
I still cannot understand how you contrived to get into the room with a gun.
With some difficulty he managed to stretch out an arm and get hold of the chocolate.
A gust of wind caught the parachute, dragging him along the ground until he remembered to hit the release catch at his waist.

The verbs serve and suffice have an inanimate Subject.

What he learned served to improve the managerial skills needed in his present employment.

| (cannot) begin contrive get manage remember serve suffice |

I.5 The 'fail' group

These verbs are concerned with not doing an action. We include here remain, which indicates that something has not yet been dealt with, and (not) need, which has this structure when it is used to tell somebody not to do something.

The peace talks collapsed when the rebels failed to turn up.
Jane went back to bed and fell promptly asleep, forgetting to turn off the light.
You don't need to respond right now.
He completely lost his head, told a number of lies and omitted to
mention one or two things that might have helped him.

In the case of remain, the verb is always followed by a passive to-infinitive.

A lot of questions remain to be answered.

I.6 The `regret to say' group

These verbs are concerned with the manner or attitude of the person doing the action. We include here choose, elect, and opt, which have this structure when they are used to indicate that someone does something by choice. We also include here hate, want, and wish which have this structure when they are used in phrases such as I hate to be rude but...

I gave you some new information, some different ways of looking at and thinking about your life situation, and you chose to believe what I told you.
They finally condescended to give her a form to be filled in by a doctor.
Each time the phone rings I hesitate to answer.
I regret to tell you that very many American lives have been lost.

I.7 The `hasten' group

These verbs are concerned with doing something without delay.

The agent hastened to reassure him.

I.8 The `chance' group

These verbs are concerned with something happening by chance.

She and Nancy did not speak, hardly glanced at each other if they chanced to pass in the hospital corridor.
It was a light-hearted wartime affair which had come about because
they both happened to be in the same place at the same time.

I.9 The `tend' group

These verbs are concerned with how probable something is or how frequently something happens.

This year's competition promises to be the best ever.
The front line states stand to gain from a democracy in South Africa.
Low-heeled comfortable shoes are best, too, as feet tend to swell if you sit still for too long.

incline promise stand tend
shape up

I.10 Verbs with other meanings

There are a few other verbs which have this structure.

In the industrial Midlands, pollution and weather conspired to create a perfect canopy of impenetrable cloud.
The religious background binds people together and helps to promote the moral and ethical standards in the school.
`You may live to regret those words, Archdeacon,' said the chaplain.

conspire help live stop

Structure information: Verbs in phase

a) The first verb and the to-infinitive are two verbs in phase, and together form a complex verb group. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you begin to see something, the beginning and the seeing are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure tables above this is called a Completable. For example, if the second verb is normally followed by a noun group, then the Completable of the complex verb group will be a noun group.
b) This structure has no passive, but the to-infinitive may be passive, consisting of to-ed' form.

*He refused to be admitted to the hospital.*

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

**Structure II: Verb with Object**

**V to-inf**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President</td>
<td>agreed</td>
<td>to be interviewed.</td>
</tr>
<tr>
<td>Turkish airlines</td>
<td>has offered</td>
<td>to lay on a dozen flights starting next week.</td>
</tr>
<tr>
<td>He</td>
<td>pleaded</td>
<td>to speak with me privately.</td>
</tr>
</tbody>
</table>

**Phrasal verbs: V P to-inf**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>didn't go</td>
<td>out</td>
<td>to injure opponents.</td>
</tr>
<tr>
<td>Governments</td>
<td>queue</td>
<td>up</td>
<td>to buy US spy satellites.</td>
</tr>
<tr>
<td>Desmond</td>
<td>set</td>
<td>out</td>
<td>to find the answers.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `promise' group</th>
<th>II.2 The `demand' group</th>
<th>II.3 The `hope' group</th>
<th>II.4 The `like' group</th>
<th>II.5 The `claim' group</th>
<th>II.6 The `need' group</th>
</tr>
</thead>
</table>

**II.1 The `promise' group**

These verbs are concerned with being committed to a future action. This includes:

- talking or writing about a future action e.g. *agree, promise*
- thinking about a future action e.g. *choose, decide*
- doing something about a future action e.g. *arrange, prepare*
We should not be looking to increase salaries across the board. I had planned to stay longer, but something came up. Chloe had promised to take her shopping as soon as she arrived. Jones had set out to intimidate and dominate Paul.

II.2 The `demand' group

These verbs are concerned with persuading someone to do something or with obtaining permission from someone to do something.

The police asked to use Keith's video as evidence. He demanded to be flown to Sweden, but the pilot landed instead at Helsinki. They were so concerned about the Pacific yew tree that they petitioned to have it included on the endangered species list.

II.3 The `hope' group

These verbs are concerned with attitudes towards a future action or event. This includes:

- wanting to do something e.g. hope, long, want
- not wanting to do something e.g. dread, fear
- expecting to do something e.g. expect, reckon

We expect to see her back on the screen in the autumn. She hoped to find an English audience receptive to her watercolors and her images of contemporary life. Graduates with first-class degrees still queue up to teach in Ulster's grammar schools. He'd had his eyes on the telephone all during breakfast and he couldn't wait to get out of his chair and get at it. He yearned to sleep.
II.4 The `like' group

These verbs are concerned with liking or disliking something.

*She* likes to entertain, shop and go to the theatre.
*Douglas* preferred to do his own driving.

II.5 The `claim' group

These verbs are concerned with saying that something is true when it may not be.

*He* claims to have had no inside knowledge.
*Dianne* may well profess to admire Grace, but I suspect that deep down her attitude borders on jealousy, resentment and dislike.

II.6 The `need' group

These verbs are concerned with needing or deserving to do something or to have something done.

*Women* deserve to be treated as professionals.
*The players* need to rest more than train at the moment.

II.7 Verbs with other meanings

There are two other verbs which have this structure.

*I want my books to be as cheap as possible so that more people can afford to buy them.*
*She never learned to read or write.*
Structure information: Verb with Object

a) The to-infinitive clause is the Object. The first verb and the to-infinitive clause express two closely-related but separate actions or states. For example, if you promise to pay something, the act of promising is separate from the act of paying. Indeed, you may promise to pay but then not pay.

b) This structure has no passive, but the to-infinitive clause may itself be passive, beginning with to be and a past participle. Everyone leaving the library can now expect to be searched.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Structure III: Verb with Adjunct

V to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>paid</td>
<td>to go to classical concerts.</td>
</tr>
<tr>
<td>The paramedics</td>
<td>rush</td>
<td>to help.</td>
</tr>
<tr>
<td>She</td>
<td>qualified</td>
<td>to join a special team.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>sat</td>
<td>back</td>
<td>to wait.</td>
</tr>
<tr>
<td>Another plane</td>
<td>was standing</td>
<td>by</td>
<td>to take her to Rome.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

III.1 The `collaborate' group
III.2 The `flock' group
III.3 The `vie' group
III.4 The `wait' group
III.5 The `qualify' group
III.6 The `pay' and `charge' group
III.7 The `wake' group

III.8 Verbs with other meanings

III.1 The `collaborate' group

These verbs are concerned with reaching an agreement or doing something jointly with someone else. The verbs in this group are *reciprocal verbs* and in this pattern they have a plural Subject. (See Chapter 6.)

*Three researchers collaborated to investigate how a ewe's brain changes to accommodate her need to recognise her own lamb.*

*The other parties ganged up to keep him out of power.*

<table>
<thead>
<tr>
<th>collaborate</th>
<th>collude</th>
<th>connive</th>
<th>conspire</th>
<th>negotiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>gang up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III.2 The `flock' group

These verbs are concerned with going somewhere in order to do something.

*Audiences flocked to see The Beatles in their screen appearances.*

*Franklin hurried to catch the last train back to Washington.*

<table>
<thead>
<tr>
<th>come</th>
<th>flock</th>
<th>go</th>
<th>hurry</th>
<th>rush</th>
</tr>
</thead>
<tbody>
<tr>
<td>go around/round</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III.3 The `vie' group

These verbs are concerned with doing something in competition with other people. The verbs in this group are *reciprocal verbs* (see Chapter 6) and in this pattern have a plural Subject.

*She was cheered and clapped by tourists who jostled to see her.*

*To keep customers loyal, the two firms are vying to provide the best sales and service backup.*

<table>
<thead>
<tr>
<th>compete</th>
<th>jockey</th>
<th>jostle</th>
<th>vie</th>
</tr>
</thead>
</table>

III.4 The `wait' group

These verbs are concerned with waiting to do something.
The entire household waited to greet them. I waited around to speak to the doctor.

queue wait
stand by wait around

III.5 The `qualify' group

These verbs are concerned with preparing for a job or activity.

The two experiences helped convince Robb that he should qualify to become a doctor. Women can also train to become fast jet pilots.

qualify register train

III.6 The `pay' and `charge' group

These verbs are concerned with paying to do something or charging someone to do something.

Now they charge to take the stuff away. Retailers will pay to occupy the premises the property company has built.

charge pay
fork out pay out shell out

III.7 The `wake' group

These verbs are concerned with waking. The to-infinitive indicates what happens at the time of waking.

One night he awoke to find her crying softly.

awake awaken wake
wake up

III.8 Verbs with other meanings

There are a number of other verbs which have this structure.
Parliament responded by legislating to prohibit corporal punishment in state schools. She lives to perform. Money is tight and the older children's godparents are pitching in to pay their school fees. We sat back to wait for the phone to ring. She survived to record her experiences as a cave dweller in the beleaguered city.

<table>
<thead>
<tr>
<th>legislate</th>
<th>live</th>
<th>survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitch</td>
<td>in</td>
<td>sit back</td>
</tr>
</tbody>
</table>

Structure information: Verb with Adjunct

a) The to-infinitive clause is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Productive uses

The to-infinitive clause is used with two additional meanings. These uses are productive, that is, they occur with a wide range of verbs.

1 The to-infinitive clause has the meaning `in order to do something'. An example is hide his fear, which means that hiding his fear was the purpose of his smiling.

2 The to-infinitive clause has the meaning `because something happens'. An example is She smiles to see her grandson, which means that seeing her grandson is the cause of her smiling.

9 V inf

The verb is followed by a bare infinitive.

This pattern has one structure:

- Verbs in phase
  
  *I didn't dare disagree with them.*

V inf
Verb group | infinitive | Completive  
---|---|---
No politician | would dare | take on | the mighty tobacco industry.
I | 'll go | see | what's happening.
I | helped | save | those animals.

Verbs with this pattern belong to the following meaning groups:

1 The `come' and `go' group

These verbs indicate that the action indicated by the second verb is done. Only the base forms of the verbs, come and go, are used in this pattern, and only in American English.

Why don't you come see me any more?
What I did was reach for my bathrobe and go open my front door.

2 The `dare' and `need' group

These verbs are concerned with daring or needing to do something.

Thomas did not dare approach the great man.
People should know, with absolutely no doubt, no-one needs starve in the world.

3 Verbs with other meanings

There is one other verb which has this pattern.

A fever isn't always cause for concern and you can do a number of things to help reduce it.
a) The first verb and the infinitive are two verbs in phase, and together form a complex verb group. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you come see someone, the coming and the seeing are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure table above this is called a Completive. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun group.

b) This structure has no passive.

10 V that
The verb is followed by a that-clause.

This pattern has one structure:

- Verb with Clause
  
  *I said that I would do it.*

V that

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clause</td>
</tr>
<tr>
<td>I</td>
<td>agree</td>
<td>that the project has possibilities.</td>
</tr>
<tr>
<td>The president</td>
<td>ordered</td>
<td>that the conference be suspended.</td>
</tr>
<tr>
<td>He</td>
<td>said</td>
<td>the country was unstable.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P that

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clause</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>found</td>
<td>out</td>
<td>they were planning to erase the tapes.</td>
</tr>
<tr>
<td>Most of them</td>
<td>reported</td>
<td>back</td>
<td>that they were continuing to enjoy good health.</td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The `say' group</td>
</tr>
<tr>
<td>2</td>
<td>The `add' group</td>
</tr>
<tr>
<td>3</td>
<td>The `scream' group</td>
</tr>
<tr>
<td>4</td>
<td>The `think' group</td>
</tr>
<tr>
<td>5</td>
<td>The `discover' group</td>
</tr>
<tr>
<td>6</td>
<td>The `check' group</td>
</tr>
<tr>
<td>7</td>
<td>The `show' group</td>
</tr>
<tr>
<td>8</td>
<td>The `arrange' group</td>
</tr>
<tr>
<td>9</td>
<td>The `go' group</td>
</tr>
</tbody>
</table>

1 The `say' group

These verbs are concerned with speaking, writing, and other forms of communication. They indicate what kind of function the speech or writing is performing. This includes:

- guessing or predicting something e.g. estimate, predict, prophesy
- putting forward a suggestion or theory e.g. postulate, suggest
- saying something in a way that shows your attitude e.g. crow, sneer

The that-clause indicates the event or situation that is mentioned.

*The president boasted that it would be by far the biggest service program in American history.*
*She claims she paid no money for it.*
*Many passengers complained that once they emerged from the train, there were no emergency personnel to greet them.*
*I explained that you were upset and wanted to be alone.*
*However, the article points out that trade with Britain's European partners has risen considerably since 1973.*
*He predicted that the terms would be rejected and the war would continue.*
*Taylor said he was delighted to be at the festival.*
*The kids have loved him for years while their cynical elders sneered that he was just a pretty face.*
*We all felt hungry, so I suggested that we stop for an early lunch.*
*Mr Lightman wrote that there had been a number of misapplications of funds and breaches of duty.*

Agree and concur are reciprocal verbs (see Chapter 6) which have a plural Subject with this pattern and meaning.

*We agreed that she was not to be told.*
2 The `add' group

These verbs indicate the relationship of something that is said or written to something else that has been said or written. This includes:

- saying something after you have said something else e.g. add, repeat
- saying something after someone else has said something e.g. interject, reply

He said the air campaign will continue and might, in fact, intensify, but he **added** that other forces will probably be brought in to supplement the air campaign.

The opponents of this view **countered** that the unwillingness to carry out strategic attacks would weaken deterrence by showing a lack of resolve.

I said: `What a lovely morning,' and he **replied** that it would be very hot later.

3 The `scream' group

These verbs indicate how something is said, for example how loudly or at what pitch.

According to the legend, she **cried out** that no storm was going to stop her from finishing her ride.

Francis **murmured** that he would do anything he could and left the room.

She **screamed** that they'd killed her sons.
4 The `think' group

These verbs are concerned with thinking. This includes:

- having a belief
- knowing or understanding something
- hoping and fearing

He was fantastically short of money, so everyone just assumed he sold the pictures.

Once I realized how much time I was spending at work, and how little I was enjoying life, I decided that things had to change. The students fear that the government does not intend to fulfil this demand.

`I didn't know you owned a camera,' said Michael.

It was a calculated risk. They probably reasoned that without proof the fuss would die down.

Nobody suspected that the comet might contain much smaller particles.

I thought you were dead.

Agree and concur are reciprocal verbs (see Chapter 6) which often have a plural Subject with this pattern and meaning.

Scientists agree that these lumps of matter must originate in the asteroid belt.

5 The `discover' group

These verbs are concerned with coming to know or think something. We include here verbs which indicate that someone remembers something they had forgotten or not thought about for some time.
We soon discovered that almost everything we had hidden had been found, and either carried off or wantonly destroyed. My boyfriend left me as soon as he found out I was pregnant. I noticed that a pane of glass was missing. Suddenly she realized that the only people she could ask were in Granville. Rigid with fear, Jessica remembered that the window was open. Oh, I see you’ve already started.

6 The `check' group

These verbs are concerned with checking something you believe is true.

Montagu stood up and checked that the door was closed.

7 The `show' group

These verbs are concerned with indicating a fact or situation. These verbs usually have an inanimate Subject.

The large size implies that the gaps were created by a star rather than a planet. An argument with a friend or relative doesn't mean that you don't get on with anyone. Research shows that the more children are hit, the more likely they are to be aggressive themselves.

8 The `arrange' group

These verbs are concerned with causing something to happen. This includes:

- people making arrangements for the future e.g. arrange, fix, see
- situations determining the future e.g. guarantee, mean
He had arranged that all calls from there would be charged to the police.
They are anxious to ensure that emergency assistance is efficiently distributed.
In 1981 he was appointed Provincial Superior. This meant he had to leave Huddersfield and take responsibility for over 100 priests in England, Wales and New Zealand.

The verb mind is used only in the imperative.

**Mind you don't slip.**

<table>
<thead>
<tr>
<th>arrange</th>
<th>dictate</th>
<th>ensure</th>
<th>fix</th>
<th>guarantee</th>
<th>mean</th>
<th>mind</th>
<th>ordain</th>
<th>provide</th>
<th>see</th>
</tr>
</thead>
</table>

9 The `go' group

These verbs are used when you are quoting something. We include here say 6, which you use when indicating the information given by something such as a clock or a map. These verbs have an inanimate Subject.

The story goes that the dish was invented by Kaiser Franz-Joseph's cook, who had promised to make his master something delicious to tempt his jaded appetite.
The map says there's six of them.

<table>
<thead>
<tr>
<th>go</th>
<th>say</th>
</tr>
</thead>
</table>

10 Verbs with other meanings

There are a number of other verbs which have this pattern.

Like Clinton, he is gambling that a recovering economy will swell the government's coffers.
The notion of self-sacrifice is a nonsense. It presupposes that we can give to others something which we do not have ourselves.
Anastasia pretended she hadn't heard his question.
Federal law requires that consumers be informed whenever an investigative report is ordered.

In the case of get out and remain, the that-clause is really part of the pattern of the noun that comes before the verb. When word got out that we had spent near million on a single sixty-second commercial, irate shareholders began firing off letters.
The fact remains that you can produce steel much more cheaply here than you can in Germany or the rest of the European Community.

Structure information

a) The that-clause is a new clause, with its own structure.

b) This structure has a passive with the pattern be V-ed, where the that-clause is the Subject, but it very rarely occurs. However, there is a related passive structure beginning with introductory it, as in It was claimed that she often turned up more than an hour late. This pattern is discussed in more detail in Chapter 9, Section 1 (see page xxx). The pattern it V that is also discussed in Chapter 9, Section 1 (see page xxx).

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Omitting that

1 After the more frequent, more basic verbs such as say, think, and notice, the word that is often left out, especially in speech.

I said there was to be no talk of divorce.
I think he made a tactical blunder by announcing it so far ahead of time.

However, that tends to be used when the that-clause is separated from the Subject by a prepositional phrase, adverb group, or subordinate clause.

A Foreign Ministry spokesman said at a press briefing that relations with the Community were strained.

That is less often left out after more formal or less frequent words such as demand, estimate, and brag, and is retained when the rhythm of the sentence requires it.

They demanded that he step down immediately.
The 14-year-old brags that he has escaped from custody.
2 In the case of meaning groups 1-5, the Subject and verb can, as with a quote clause, come within or after the that-clause, except with verbs expressing a statement or request that something should be done. The word *that* is not used.

*Things didn't, he admitted, look good in Russia.*

*Italian striker Gianluca Vialli will play for Juventus next season, Sampdoria president Paolo Mantovani confirmed today.*

3 Some of the more frequent verbs concerned with speech, writing, and thought are also used in clauses beginning with *as*, which usually come before or within a main clause without *that*. This structure implies that, in the opinion of the user, what was said or thought is true, or turned out to be true.

*As Eamonn McCabe says, now it's up to the industry to prove him wrong.*

*He had, as he predicted, immediately assumed an non-executive chairmanship.*

4 Some of these verbs can be used in a clause beginning with *as* or *than* when making a comparison between what people say or think about a situation and what it is really like.

*I'm not as disheartened as people think.*

When the doorbell rang, Marianne thought it might be Jake arriving earlier than he promised.

5 Some verbs that have the pattern *V that* also have the pattern *V so* or *V so/not*, where *so* or *not* acts as a substitute for a that-clause. See pages xxx-xxx.

Words in inverted commas

Sometimes some of the words in the that-clause are put in inverted commas. The inverted commas indicate that the words inside them are the actual words used, or have had only an appropriate change of tense and reference. Compare *V with quote* (pages xxx-xxx).

*On our most recent trip, our luncheon hostess commented on his attractiveness. I replied that we were `only friends'. He now murmured that `he needed a drink or he would die'.*
**Should** or subjunctive in that-clause

Some verbs can have *should* or a subjunctive in the that-clause. They are concerned with statements or requests that something should be done.

- The government **has ordered** that people **should not gather in groups of more than two on the streets**.
- **I propose** that we examine two basic trends, moving in opposite directions.
- **I suggested** that we taper off the counseling sessions.

<table>
<thead>
<tr>
<th>advise</th>
<th>advocate</th>
<th>agree</th>
<th>ask</th>
<th>beg</th>
<th>command</th>
<th>decree</th>
<th>demand</th>
<th>direct</th>
<th>insist</th>
<th>instruct</th>
<th>intend</th>
</tr>
</thead>
<tbody>
<tr>
<td>move</td>
<td>order</td>
<td>plead</td>
<td>prefer</td>
<td>propose</td>
<td>request</td>
<td>require</td>
<td>rule</td>
<td>specify</td>
<td>stipulate</td>
<td>suggest</td>
<td>urge</td>
</tr>
</tbody>
</table>

Indicating the speaker's intention

Verbs are usually used with the pattern **V that** in order to describe what someone else has said or thought. However, some verbs with this pattern are often used in the simple present tense, with *I* or *we* as the Subject, as a preface to a statement, in order to indicate what kind of statement the speaker intends to make.

- **I confess** I'm sorry for her.
- **I insist** that the funds be returned.

Except in the case of verbs concerned with statements or requests that something should be done, and the verb *disagree*, the Subject and verb can come after or within the clause. The word *that* is not used.

- This, *I admit*, is still an open question.
- *I'll come back for that, I promise.*

<table>
<thead>
<tr>
<th>acknowledge</th>
<th>admit</th>
<th>advise</th>
<th>agree</th>
<th>bet</th>
<th>concede</th>
<th>confess</th>
<th>confirm</th>
<th>contend</th>
<th>declare</th>
<th>demand</th>
<th>disagree</th>
<th>guarantee</th>
<th>insist</th>
<th>maintain</th>
<th>move</th>
<th>pledge</th>
<th>pray</th>
<th>predict</th>
<th>promise</th>
<th>propose</th>
<th>recommend</th>
<th>submit</th>
<th>suggest</th>
<th>swear</th>
</tr>
</thead>
</table>

Some verbs are used in this way with a modal: usually *would, must,* or *could* in a statement, *may, can,* or *could* in a request.

- **I must stress** that this is an exceedingly rare complication.
- **May I just say** that we appreciated the understanding and help of all those who felt for us in our misfortune.
Note that the verbs *deny* and *disagree* add a negative meaning to what you are saying.

I *disagree* that it is a relatively easy matter to negotiate over hostages.  
I phone twice a day but I *can't deny* I miss them.

Other related patterns

**V the fact that**

Verbs concerned with feeling or thinking which do not have the pattern *V that* can be followed by *the fact* and a that-clause, to form a structure which has a similar function to that of *V that*.

But then the moment comes when they *have to face* the fact that they will never, ever see their child again.  
I decided to give up because I *can* no longer *ignore* the fact that it is bad for my health.

Some verbs with the pattern *V that* can also be followed by *the fact that*, for extra emphasis.

You *must accept* the fact that you are older than you used to be.

**V into n that**

The verb is followed by a prepositional phrase beginning with *into*, and a that-clause. The prepositional phrase indicates the person who is addressed.

*He's* always *drumming into us that we must be consistent*.

drum

**V on/upon n that**

The verb is followed by a prepositional phrase beginning with *on* or *upon*, and a that-clause. The prepositional phrase indicates the person who is addressed.
But the C.O. continues to impress on me that I am too old for this job. I think he wants to force me to relinquish my commission.

impress

V to n that

The verb is followed by a prepositional phrase beginning with to, and a that-clause. The prepositional phrase indicates the person who is addressed, or the person to whom a fact is demonstrated. The phrasal verb pattern is **V P to n that**.

David admitted to the clerk that he had been at the scene and had lent the other youth a knife to get into cars. You will have to demonstrate to the court that the repairs are reasonably necessary to preserve your property.

admit announce boast brag comment complain confess confide declare demonstrate disclose explain grumble hint indicate intimate mention pray prove recommend remark repeat report reveal say show signal stress submit suggest swear whisper write (not) let on point out

V with n that

See page xxx.

11 V wh

The verb is followed by a finite **wh-clause**.

This pattern has one structure:

- Verb with Clause
  
  *Can you suggest what I should say to her?*

V wh

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>cannot estimate</td>
<td>what the local interest will be.</td>
</tr>
<tr>
<td>Statistical facts</td>
<td>illustrated</td>
<td>how dreadful conditions have become.</td>
</tr>
<tr>
<td>People</td>
<td>don't notice</td>
<td>whether it's winter or summer.</td>
</tr>
</tbody>
</table>
She understood why her mother just gave up and died.

Phrasal verbs: V P wh

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>couldn't figure</td>
<td>out</td>
<td>what was wrong with her.</td>
</tr>
<tr>
<td>No-one</td>
<td>has set</td>
<td>out</td>
<td>how the scheme will work.</td>
</tr>
<tr>
<td>Think</td>
<td>through</td>
<td></td>
<td>what you need.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `ask' group</th>
<th>2 The `think' group</th>
<th>3 The `discover' group</th>
<th>4 The `show' group</th>
<th>5 The `determine' group</th>
<th>6 Verbs with other meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a verb is usually used with only one or two wh-words, this is indicated in the lists below.

1 The `ask' group

These verbs are concerned with speaking or writing. This includes:

- asking for information e.g. ask, query
- agreeing or discussing e.g. argue, discuss
- giving information e.g. disclose, explain

With the verbs which are concerned with asking for information, the wh-clause indicates the question that someone wants to have answered, or might want to have answered. For example, in the clause *He asked who I was*, the wh-clause indicates a question beginning with *who*.

*Don't ask who my informant was*, because I'm not going to tell you. The government *is also debating what sort of treaty it wants*. She began to *explain where each muscle was*, and urged him to concentrate on that particular spot as she worked it. A passer-by *inquired why the television cameras were there*. *Note down when you first became noticeably fatigued*. *Toy companies suggest what age of child a toy would be suitable for*. During his visit, he *underlined how critical the grain credits are to the Soviet Union*. 
The verbs agree, argue, debate, and discuss are **reciprocal verbs** (see Chapter 6) and often have a plural Subject with this pattern.

We can argue whether we should have a press conference or not.

2 The `think' group

These verbs are concerned with thinking about something. This includes:

- knowing or understanding something
- forgetting or remembering something
- understanding something wrongly e.g. mistake, underestimate
- having an attitude towards a situation e.g. care, mind
- wondering or speculating about a situation e.g. consider, surmise
- thinking about the future e.g. foresee, predict

I've never known her **not** to care what she looked like before.
Observers **doubt** if this Sunday's elections will produce a government able or willing to tackle the economic crisis. They **can** accurately **foretell** whether a marriage will work or not.
I rarely went to the movies and I **forgot** what it was like to eat in a **fancy restaurant**.
The last time I saw him, he said he was going to try and get to America. But I **don't know** whether he made it or not.
No one **should** mistake how serious it is.
It's too early to **speculate** where the problem occurred.
They don't stop to **think** who's going to do the actual basic work.
Brand **wondered** what thoughts were going through her mind.

The verb agree is a **reciprocal verb** and often has a plural Subject with this pattern.

They are furious. They want action. But they **don't agree** what the
problem is or what the action should be.

accept acknowledge agree anticipate appreciate (cannot) believe care (cannot) conceive conjecture consider debate decide determine doubt (if/whether) envisage envision fantasize figure foresee foretell forget guess hypothesize imagine know marvel (how) mind (if) (not) mind mistake misunderstand ponder predict reflect (how) rehearse remember resolve see speculate surmise suspect think underestimate understand visualize wonder worry

3 The `discover' group

These verbs are concerned with coming to know something or bringing something to mind. This includes:

- working something out e.g. analyse, calculate
- finding something out e.g. discover, investigate
- realizing something e.g. realize, twig
- remembering something you had forgotten
- finding something out through the senses e.g. catch, feel

Keep a record of how much you watch each week and calculate what it amounts to a year.
`Is this really necessary?' he shouted, after failing twice to catch what he was being told.

An inquiry was underway last night to discover why Evans was not handcuffed to his police escort.

I wanted to have a look at the book on my own to find out what was going on.
You can judge how warm your cat is by the posture he adopts.
The study is following the health of over a million people to learn who gets cancer and why.
How easy is it to pinpoint what makes a face appealing to us?
After meandering down endless country lanes like the bottoms of ditches I realized why we were led astray: someone had turned a signpost around.
Several times she heard her name being called but when she turned around to see who it was, no one was in the room.
It's been nagging away at me for ages, but now I've finally twigged who Noel Edmonds reminds me of.
You have to weigh up whether a human life is more important than an animal's life.
The verb *look* is used only as an imperative.

*Hey, Mom, look what I can do.*

| analyse ascertain assess calculate catch check decide deduce detect determine discern discover divine establish estimate (cannot) fathom feel find guess hear investigate judge learn look note notice observe perceive pinpoint prove read realize recall recognize recollect reconstruct register remember (cannot) remember see sense suss (can) tell tell think twig verify weigh
| fathom out figure out find out make out piece together pin down puzzle out suss out think through weigh up work out

4 The `show' group

These verbs are concerned with showing that a situation exists or showing what it is like.

*People can provide practical help or demonstrate how you can overcome a particular problem.*
The director prefers to *show what a hideous and futile business fighting a war can be.*

The verbs *indicate, show 2, underline,* and *underscore* always have inanimate Subjects. The other verbs in this group sometimes have inanimate Subjects.

*A hormone profile will indicate whether there is a possible problem.*
The incident *underlines how easily things can go wrong on holiday.*

| confirm (whether) demonstrate demonstrate (how) illustrate indicate prove (whether) reveal show signal underline underscore

5 The `determine' group

These verbs are concerned with influencing a situation.

*Vacant land taxes enable the government to influence where development occurs.*

The verbs *decide, define, determine 1,* and *dictate* always have an inanimate Subject. The verb *influence* sometimes has an inanimate Subject.

*The final exam determines whether you can sit for university*
**entrance or not.**

Apart from habits we picked up as children, there are many other factors which influence what we choose to eat.

| decide | define | determine | dictate | influence | plan |

6 Verbs with other meanings

There are two other verbs which have this pattern.

The verb see is followed by a clause beginning with *if* or *what*.

*I’ll give you a cool wash, and then we'll see if we can make your bed more comfortable.*

In the case of *remain*, the wh-clause is really part of the pattern of the noun that comes before the verb.

*But the question remains whether science is capable of ensuring that bad research is caught and bad researchers punished.*

Structure information

a) The wh-clause is a new clause, with its own structure.

Not all verbs that are sometimes followed by a clause beginning with a wh-word have the pattern *V wh*. For example, the following sentence is not an example of a *V wh* pattern:

*Revson knew what it takes many people a lifetime to learn.*

In this example, *what it takes many people a lifetime to learn* occurs in the place of an ordinary noun group. It could be paraphrased as *the thing that it takes many people a lifetime to learn*.

Compare this with a sentence that does have a *V wh* pattern:

*I knew what his job was.*

In this example, *what his job was* does not occur in the place of an ordinary noun group. It indicates that something was unknown, and could be
paraphrased as *what it was that his job was*.

b) This structure has a passive, with the pattern *be V-ed*. The wh-clause is the Subject. However, the passive does not often occur, and not all verbs with this structure occur in the passive at all. The following verbs are the ones that are most frequently used in the passive.

| decide | demonstrate | describe | detect | determine | dictate | discuss | explain | indicate | reveal | underline |

b) The phrasal verb pattern is the same except that there is also a particle, P, which comes after the verb.

Other related patterns

V of n wh

The verb is followed by a prepositional phrase beginning with *of*, and a wh-clause. The prepositional phrase indicates the hearer or reader.

*Kay inquired of Seaton how things were these days over in Cremorne.*

inquire

V on/upon n wh

The verb is followed by a prepositional phrase beginning with *on* or *upon*, and a wh-clause. The prepositional phrase indicates the hearer or reader.

*I impressed on him what a huge honour he was being offered and urged him to accept it.*

impress

V to n wh

The verb is followed by a prepositional phrase beginning with *to*, and a wh-clause. The prepositional phrase indicates the hearer or reader. The phrasal verb pattern is V P to n wh.

*I don't like people dictating to me what I should do and what I shouldn't do.*
Let me explain to you how this works.

admit confess demonstrate dictate disclose explain indicate mention prove reveal show suggest (not) let on

12 V wh-to-inf

The verb is followed by a to-infinitive clause introduced by a wh-word.

This pattern has one structure:

- Verb with Object
  
  *I knew what to do.*

V wh-to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>wh-to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'ve forgotten</td>
<td>what to say.</td>
</tr>
<tr>
<td>We</td>
<td>have to discuss</td>
<td>how to divide the land.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P wh-to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>wh-to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>couldn't figure</td>
<td>out</td>
<td>what to do.</td>
</tr>
<tr>
<td>I</td>
<td>was trying to work</td>
<td>out</td>
<td>whether to run away from school.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `describe' group</th>
<th>2 The `discover' group</th>
<th>3 The `decide' group</th>
</tr>
</thead>
</table>

1 The `describe' group

These verbs are concerned with showing or telling someone how to do something. The Subject is usually a person or something that has been written, but in the case of indicate, it may also be an experiment.

With most of the verbs in this group the to-infinitive is most frequently introduced by how, but in the case of indicate it is most frequently introduced by where.
The book describes how to set up a self-help group. Medical studies can never prove causation but can only indicate where to look for the real cause. Are your cosmetics past their sell-by date? We reveal how to make them last longer. Some American reviewers have criticised him for failing to suggest how to govern a modern society without a belief in progress.

advise, demonstrate, describe, explain, illustrate, indicate, instruct, reveal, say, show, specify, suggest

2 The `discover' group

These verbs are concerned with finding out how to do something or whether to do something.

With most of the verbs in this group the to-infinitive is most frequently introduced by how.

The computer calculates how to move each individual joint of each finger, and the joints in the arm. People discovered how to cultivate cereals thousands of years ago. In every library and bookshop there's a mass of information if you want to find out what to do for your children. The Environmental Protection Agency is investigating whether to make these tests compulsory. The team boss was weighing up what to do about the drastic rule changes.

ask, assess, calculate, check, determine, discover, establish, guess, investigate, learn, see, think, figure out, find out, puzzle out, weigh up, work out

3 The `decide' group

These verbs are concerned with thinking or talking about how to do something or whether to do something.

With most of these verbs, the to-infinitive is most frequently introduced by whether or how, but in the case of argue it is most frequently introduced by whether alone, whereas in the case of imagine, plan, and rehearse, whether is never or rarely used.

The Prime Minister is now deciding whether to continue to fight
to retain her position as party leader. How to implement such tactics was discussed on Birmingham's local radio station. She began to plan how to get out of town without being caught.

The verbs argue, debate 3, and discuss are reciprocal verbs (see Chapter 6) and have a plural Subject.

It's like people arguing whether to put out a fire in the house while the house burns down.

<table>
<thead>
<tr>
<th>argue</th>
<th>consider</th>
<th>debate</th>
<th>decide</th>
<th>determine</th>
<th>discuss</th>
<th>figure</th>
<th>imagine</th>
<th>judge</th>
<th>plan</th>
<th>ponder</th>
<th>rehearse</th>
</tr>
</thead>
</table>

4 The `remember' group

These verbs are concerned with knowing, remembering, forgetting, and understanding what to do or how to do something. With most of the verbs in this group the to-infinitive is most frequently introduced by how or what, but in the case of know, it is sometimes also introduced by whether.

I've forgotten what to say. Kemp didn't know whether to believe her or not. I just couldn't remember how to spell the most simple of words. I couldn't see how to make money.

<table>
<thead>
<tr>
<th>forget</th>
<th>know</th>
<th>realize</th>
<th>recall</th>
<th>remember</th>
<th>(cannot) remember</th>
<th>see</th>
<th>think</th>
<th>understand</th>
</tr>
</thead>
</table>

Structure information

a) The wh-word and the to-infinitive clause together form the Object.

b) This structure has a passive, with the structure be V-ed. However, the passive does not often occur.

c) The phrasal verb pattern is the same except that there is also a particle, P, which comes after the verb.

13 V with quote

The verb is used with a quote clause.

This pattern has one structure:
**Verb with Clause**

‘Hello,’ he said.

**V with quote**

The Subject, Verb, and Clause can be arranged in five different ways.

<table>
<thead>
<tr>
<th>quote clause</th>
<th>Verb group</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>Verb</td>
<td>Subject</td>
</tr>
<tr>
<td>'But the blood on the back seat?' objected Parslow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Don't be silly, Dawn!' said Quaver.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>quote clause</th>
<th>Verb group</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>'No, no, no,' she cried.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Someone in your family?' Browne suggested.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>quote clause...</th>
<th>Verb group</th>
<th>...quote clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause...</td>
<td>Verb</td>
<td>Subject</td>
</tr>
<tr>
<td>'Yes,' replied the man, 'I am.'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'This,' said Anthony, 'is going to take some time.'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>quote clause...</th>
<th>Verb group</th>
<th>...quote clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause...</td>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>'Yes,' she admitted, 'it will.'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'So why,' he asked, 'don't they just leave?'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>quote clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He      replied: 'It's nothing'.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A police spokesman said: 'It is a mystery'.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phrasal verbs: V P with quote**

The Subject, Verb, and Clause can be arranged in the same five ways as for verbs with the pattern **V with quote**. One way is shown below.
Note that the only verb that is frequently used with the pattern **V with quote** in conversation is **say**, as shown in the example in meaning group 1 below.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `say' group</th>
<th>2 The `add' group</th>
<th>3 The `scream' group</th>
<th>4 The `gasp' group</th>
<th>5 The `sneer' group</th>
<th>6 The `think' group</th>
</tr>
</thead>
</table>

1 The `say' group

These verbs are concerned with speaking, writing, and other forms of communication. They indicate what kind of function the speech or writing is performing. We include here **read** 1 which indicates that someone understands something written.

`Mr McClintock,' she **announced**, `has decided to go and visit the bank in London.'

`What's the matter?' she **asked**, backing away a step.

`I'm sorry,' Meg **blurted out**. `I won't do it again, I promise.'

`We have been told nothing,' **claims** Mr Matveyev.

The note had slipped down behind the teapot. She **read**, `Ta for these things, but I don't need them yet. Thanks for everything.'

`How he lost, I shall never know,' **remarked** Lord Howard somewhat wistfully.

`Perhaps I should get the others,' **he said**, and made for the door.

`Where the hell did these guys come from?' Kravis **wondered** aloud.

`How depressed I am,' **he wrote** in his diary.

When **say** is used in conversation, the Subject and verb nearly always come before the quote clause.

Yeah 'cos somebody over there **said**, erm, `Oh somebody at number a hundred and seventy-something has found a cat,' and **I said**, `Oh, is it white?'; and **he said**, `Yeah, I think so, I'm not sure,' and it was all like this, and **I was saying**, `Oh, it must be
her, it must be her.'

2 The `add' group

These verbs indicate the relationship of something that is said or written to something else that has been said or written. This includes:

- saying something first or last e.g. begin, finish
- saying something after you have said something else e.g. add, repeat
- saying something after someone else has said something e.g. interject, reply

Mr Brown added: `We are a very broadly spread business. We are not dependent on the UK market.'

`The fire seems to be behind that door,' Judy began.

`All this publicity helps build the brand's renown,' chipped in Frederik Zimmer.

`You're -' Please, she interjected. `Let me tell you in my own way.'

`You knew her?' he asked. `Of course,' she replied.

3 The `scream' group

These verbs indicate how something is said, for example how loudly or quickly, or at what pitch. Some verbs, such as wail and rasp, also indicate the feeling that the speaker has (see also meaning group 5 below).
Most of these verbs are usually used in fiction rather than in journalism or conversation.

She **called out**, `Nina, come in here and look at this.'
`I guess you guys don't mind if I smoke?' he **drawled**.
She hesitated before **gabbling**, `I bought them this afternoon. I **was trying them on**.'
When he came back I asked him whether it was still raining. `Don't know,' he **muttered**. `I didn't notice.'
`Traitor!' she **screamed**.
`He's coming,' Egan **whispered**.

---

### 4 The `gasp' group

These verbs are used to express speech accompanied by an expression, gesture, or non-verbal sound. They are usually used in fiction rather than in journalism or conversation.

`Do you know what this means?' I **gasped**, laying a hand on Sauter's shoulder.
`Go ahead,' she **smiled**.
`Oh, Dennis,' she **sobbed**. `I'm sorry. I really am.'

---

### 5 The `sneer' group

These verbs indicate the feeling expressed or felt by the person speaking, for example anger, enthusiasm, surprise, scorn, or unhappiness. Many of these verbs also indicate the way that something is said, to some extent.

Most of these verbs are usually used in fiction rather than in journalism or conversation.

`This is great!' **enthused** Francis.
`It's monstrous!' Jackie **fumed**. `I've got a good mind to -'
`Takes some of the heat off you, doesn't it?' he **sneered**.
``Take him to the checkpoint!'' Bykov spat out.

crow enthuse explode expostulate exult froth fume groan guff huff jeer jibe lament moan mock rage rant rave rhapsodize scoff snap snarl sneer spit storm whimper spit out

6 The `think' group

These verbs are concerned with thinking. Sometimes quotation marks are not used around the quote clause.

*What a terrible scenario, I thought.*
Boisi was puzzled to see senior executives such as Cohen and Robinson darting about. *`Who's in charge here?'* he wondered.

muse think wonder

7 The `go' group

These verbs are used when quoting a piece of writing or something such as a song or poem. They have an inanimate Subject.

*`You can't kill the spirit, she is like a mountain,' went the Greenham women's chant.*
The sign *read: SPEED ZONE AHEAD 35 MPH.*

go read run say

Structure information

a) The quote clause is a new clause, with its own structure. It may be one word, such as *yes*, or it may be a long speech. The Subject and verb most frequently come after the quote clause or in the middle of it, but they sometimes come before it.

b) The order of Subject and verb is also variable; the Subject may come before or after the verb. Before a quote, the Subject usually comes first, although in journalism, the verb sometimes comes before the Subject:

*Said* Mr. Fellmeth: *`We don't necessarily need more lawyers. We need more competent ones.'*

After a quote, the Subject may come first or second, unless it is a personal pronoun. If the Subject is a personal pronoun, in modern English it always
comes first.

c) This structure has no passive.

d) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Other related patterns

V after n with quote

The verb is used with a quote clause and is followed by a prepositional phrase beginning with after. The Subject always comes before the verb.

Most verbs with this pattern indicate that someone is speaking loudly. The prepositional phrase indicates who is being addressed. The person being addressed is moving away from the speaker.

`And don't forget to send Kenny for those items!' the Duchess called after her.

call shout yell

The verb repeat indicates that someone repeats what someone else has just said. The prepositional phrase indicates the first speaker.

Then Bishop Paulk asked everyone to repeat after him, `The Lord is God' and 3 affirmed that He was. repeat

V at n with quote

The verb is used with a quote clause and is followed by a prepositional phrase beginning with at. The Subject usually comes before the verb.

These verbs indicate that someone is speaking loudly, angrily, or forcefully. The prepositional phrase indicates who is being addressed.

`Don't panic,' I yelled at him.

bark bawl bellow hiss holler scream shout shriek snap snarl yell

V of n with quote
The verb is used with a quote clause and is followed by a prepositional phrase beginning with of. The Subject usually comes before the verb. The prepositional phrase indicates who is asked a question. This pattern does not often occur.

`Who am I?' I inquired of myself.

ask inquire

`Your cat isn't very friendly,' a woman complained to Reggie. `This is all very well,' he muttered to himself, `but what about my dinner?'

I said to Al, `Wait a minute. What time did Steve call you?'

In the case of muse, reason, say 4, think, and wonder, the noun group following the preposition is always a reflexive pronoun. This pattern is V to pron-refl with quote. These verbs indicate that someone is thinking. Sometimes quotation marks are not used around the quote clause.

`No,' he said to himself. `It's not going to be like that.'

Just what I was afraid of, Tatiana thought to herself.

admit announce boast brag cable call comment complain confess confide crow cry declare exclaim explain explode expostulate exult fume go groan grouse grumble gush hiss holler insist joke lament moan mumble murmur muse mutter observe proclaim protest quip rage reason remark report say scream shout telegraph think wail whimper whisper wonder write yell call out

Most of the verbs in meaning group 3 can have this pattern, but it is most frequent with the ones included in the above list.

V with sound

The verb is used with a word or group of letters representing a sound, which is not usually written in inverted commas. The Subject and verb may come before or after the sound word. If the sound word comes first, the Subject usually
comes after the verb, unless it is a personal pronoun.

The verb indicates that a thing or an animal makes a sound.

*The television* went bang *and then I heard an explosion in the kitchen and it was the new microwave.*

*Grrrr went* the dog.

go

V as quote

The verb is followed by a prepositional phrase consisting of as and a quote clause, which may be a single word. The quote clause indicates the meaning of a word or phrase. The Subject indicates the word or phrase concerned.

*Two enterprising Neopolitan journalists are launching the game of Tangentopoli tomorrow. The name roughly translates as ‘Bribe City’.*

translate

14 V so/not

The verb is followed by so or not.

This pattern has one structure:

- Verb with Object
  
  *I don't think so.*

V so/not

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>so/not</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>believe</td>
<td>so.</td>
</tr>
<tr>
<td>He</td>
<td>hopes</td>
<td>not.</td>
</tr>
<tr>
<td>I</td>
<td>should imagine</td>
<td>so.</td>
</tr>
<tr>
<td>I</td>
<td>wouldn't have thought</td>
<td>so.</td>
</tr>
</tbody>
</table>

Most of the verbs with this pattern are used to indicate what someone thinks or believes about something that has already been mentioned. The pattern is
used widely in conversation, where the Subject is often I or you.

We include here the verb say, which is used to report what someone said. It is also used to express an opinion, as in I would say so. The phrase if I may say so is used to introduce or accompany an opinion, as in Utter nonsense, if I may say so.

These verbs have the affirmative V so and the negative V not. In the case of the verbs think, believe, and imagine, the negative is also often formed with do not or another auxiliary or modal, and so, as in I don't think so.

In the case of the verbs assume, fear, hope, presume and suspect, the negative is always formed with not, as in I hope not. You do not say I don't hope so.

Can anyone who eats bacon sandwiches campaign with integrity against people who eat whale meat? The Norwegians do not believe so. `You don't really suspect I'd be involved in something like that, do you?' `I certainly hope not, Tony.' `What is he doing here on a weekday? Is something wrong?' `From his expression I would say so.' She admired him because he was clever and adroit, and because everyone whom she knew thought so too.

| assume belief fear hope imagine presume say suspect think |

Verbs with other meanings

There is one verb, do, which does not fit into the above meaning group. This has the affirmative do so only - the negative is formed with an auxiliary or modal.

Do so can be used to stand for any verbal group. It usually refers back to another verbal group, which may be one in a previous sentence. Do so has an important function in repeating given information while introducing something new. In the first example below, were doing so repeats the information majored in education while the new information in the clause is in 1983 only 15 percent.

In 1963 about half of all women undergraduates majored in education. In 1983 only 15 percent were doing so. A stewardess said the plane was vibrating so much that she presumed the captain was going to declare an an emergency, but he did not do so.
Do so occasionally refers forwards to a verbal group in the same sentence.

*If patients wish to do so, they can buy their own needles and bring them to the acupuncturist to use for their own treatment.*

Do

Structure information

a) So or not is the Object.

b) This structure has no passive.

15 V as if, V as though

The verb is followed by a finite clause beginning with as if or as though. In informal English, the clause sometimes begins with like, although some people think this is incorrect.

This pattern has one structure:

- Verb with Clause

  *I felt as if I'd been hit.*

V as if/as though

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>as if/as though-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>acted</td>
<td>as if he was expecting me.</td>
</tr>
<tr>
<td>You</td>
<td>look</td>
<td>as if you've seen a ghost.</td>
</tr>
<tr>
<td>He</td>
<td>sounds</td>
<td>as though he's enjoying it.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `look' group

These verbs are used to indicate how someone or something seems. They are all link verbs (see Chapter 5). The verb feel indicates how someone seems to themselves. The clause after the verb indicates a situation that would make someone or something have the qualities they appear to have.
He felt as though he had run five miles.
You look like you need a rest.
Isabel’s voice sounded as if she had been crying.

appear feel look smell sound taste

2 The `act' group

These verbs are concerned with behaving or speaking. The clause indicates a situation in which the behaviour or what is said would be expected or appropriate.

This is a productive use: any verb which indicates behaviour or action can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

**Act as if nothing had happened.**

Some activists now speak as though any attempt to clarify the law is a denial of justice which demands compensation.

act behave speak talk

Structure information

a) The clause after the verb is a new clause, with its own structure.

b) This structure has no passive.

Other related patterns

**V as if to-inf**

The verb is followed by the conjunction as if and a to-infinitive clause. The clause indicates what someone seems to be about to do.

She made as if to leave.

make

**16 V and v**

The verb is followed by the conjunction and and another verb of the same tense
This pattern has two structures:

- **Structure I: Verbs in phase**
  
  *Try and lift it.*

- **Structure II: Co-ordinated verbs**
  
  *Go and find him.*

### Structure I: Verbs in phase

\[ V \text{ and } v \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>and</th>
<th>verb group</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'ll try</td>
<td>and</td>
<td>help</td>
<td>you</td>
</tr>
</tbody>
</table>

**Phrasal verbs: \( V \ P \text{ and } v \)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>and</th>
<th>verb group</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>went</td>
<td>ahead</td>
<td>and</td>
<td>bought</td>
<td>it</td>
</tr>
</tbody>
</table>

The following verbs have this structure.

*Then he goes and spoils it all by saying that just because something shows up on the graph doesn't mean it will happen.*

*They could go on and win the trophy.*

*I feel that if I say how tired I get and how much I long to stay at home sometimes, David will turn around and say, 'I told you so.'*

*One day he just upped and left.*

In the case of *try*, both verbs are always in the base form.

*He has started a privatisation programme to try and win support from the business community.*

\[ go \text{ try up} \]

\[ go \text{ ahead go on turn around/round} \]

**Structure information: Verbs in phase**
a) The verb is followed by and another verb group of the same tense or form, without a Subject or any auxiliary verbs. The verbs are in phase, and together form a complex verb group. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you try and remember something, the trying and the remembering are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure tables above, this is called a Completive. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun group.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Structure II: Co-ordinated verbs

V and v

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>and</th>
<th>Co-ordinator</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'ll go</td>
<td>and</td>
<td></td>
<td>see him.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P and v

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>and</th>
<th>Co-ordinator</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>'ve got to sit down</td>
<td>and</td>
<td></td>
<td>sort things out.</td>
<td></td>
</tr>
</tbody>
</table>

This pattern is productive: any two verbs can be co-ordinated with and. The verbs listed here are the ones for which this pattern is most significant, that is, the two verbs are very closely linked, with the focus of information on the second verb.

Come and sit down.

He was `greatly troubled' by the use of imitation weapons `because if you are on the receiving end, there isn't time to look and see if the gun is real or
not'.

We are not going to **stand by and watch** when they gun our people down.
When you **stop and think about it**, the achievements of the last 20 years in the Classic Car world are stunning.

In the case of *wait*, the conjunction *and* is nearly always followed by the base form *see*.

*A spokesman said the surgeons could now only **wait and see how things went**.*

<table>
<thead>
<tr>
<th>come</th>
<th>go</th>
<th>look</th>
<th>sit</th>
<th>stay</th>
<th>stop</th>
<th>wait</th>
</tr>
</thead>
<tbody>
<tr>
<td>go along</td>
<td>go out</td>
<td>sit by</td>
<td>sit down</td>
<td>sit up</td>
<td>stand back</td>
<td>stand by</td>
</tr>
</tbody>
</table>

Structure information: Co-ordinated verbs

a) The verb is followed by *and* and a clause whose verb group has the same tense or form as the first verb, but has no auxiliary verbs or Subject. The verb group and the clause are co-ordinated.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.
Chapter 2: Simple Patterns with Prepositions and Adverbs

1 V prep/adv, V adv/prep

The verb is followed by a prepositional phrase beginning with a variety of prepositions, or an adverb group. Some verbs listed here are also included in sections relating to verbs followed by specific prepositions.

Here we treat all verbs with this pattern as having one structure:

- Verb with Adjunct
  
  *He ran across the road.*

Some verbs with some prepositions have other structures, however. For example, some prepositional phrases beginning with into are prepositional Objects and some prepositional phrases beginning with as are prepositional Complements.

Most verbs in English can be followed by Adjuncts of manner, time, or place. When information about manner, time, or place is not essential, the Adjunct is not part of the pattern. The verbs dealt with below are those which are always or typically followed by an Adjunct.

V prep/adv, V adv/prep

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>prep. phrase/adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verb</td>
<td>Adjunct</td>
</tr>
<tr>
<td>I</td>
<td>behaved</td>
<td>very stupidly.</td>
</tr>
<tr>
<td>I</td>
<td>lived</td>
<td>there</td>
</tr>
<tr>
<td>He</td>
<td>ran</td>
<td>down the path.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for ten years.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P prep/adv, V P adv/prep

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>prep. phrase/adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is coming</td>
<td>along</td>
<td>nicely.</td>
</tr>
<tr>
<td>He</td>
<td>had moved</td>
<td>on</td>
<td>to Poland.</td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `go' group</th>
<th>8 The `turn' group</th>
<th>15 The `behave' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `wander' group</td>
<td>9 The `live' group</td>
<td>16 The `shape up' group</td>
</tr>
<tr>
<td>3 The `walk' group</td>
<td>10 The `face' group</td>
<td>17 The `come over' group</td>
</tr>
<tr>
<td>4 The `drive' group</td>
<td>11 The `echo' group</td>
<td>18 The <code>begin' and </code>end' group</td>
</tr>
<tr>
<td>5 The `flow' group</td>
<td>12 The <code>look' and </code>gesture' group</td>
<td>19 The `last' group</td>
</tr>
<tr>
<td>6 The `flock' group</td>
<td>13 The `search' group</td>
<td>20 The `breakfast' group</td>
</tr>
<tr>
<td>7 The `roar' group</td>
<td>14 The `lurch' group</td>
<td>21 Verbs with other meanings</td>
</tr>
</tbody>
</table>

1 The `go' group

These are general verbs concerned with moving, going, or arriving somewhere. This includes starting a journey e.g. set off:

*Lee and I **arrived** in Panama City suffering terribly from jet lag. Ron became so ill with worry that he **ended up** in hospital. She didn't want to **go** home. Mr Baker **will go on** to Tunisia tomorrow. They plan to **set off** for Baghdad on Thursday.*

<table>
<thead>
<tr>
<th>arrive</th>
<th>come</th>
<th>continue</th>
<th>get</th>
<th>go</th>
<th>journey</th>
<th>move</th>
<th>pass</th>
<th>proceed</th>
<th>return</th>
<th>travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>end up</td>
<td>finish up</td>
<td>go on</td>
<td>move</td>
<td>on</td>
<td>set off</td>
<td>set out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 The `wander' group

These verbs are concerned with movement or arrival of a more specific kind. This includes:

- going in a particular direction e.g. **advance**, **spiral**, **turn**
- going somewhere quickly or slowly e.g. **drift**, **whizz**
- going somewhere in an enjoyable or unenjoyable way e.g. **slog**, **swan**
- going somewhere for a reason or for no reason e.g. **barnstorm**, **wander**
- becoming attached to something or detached from something e.g. **screw**, **tear**

We also include here **drain**, **filter**, **percolate**, and **seep**, which indicate that something abstract such as news goes somewhere.
The hairs are tipped by tiny sacs filled with a substance that sticks to any insect that _alights on the leaf._
The Democrats **barnstormed through the heartland** in what appears to be a very successful campaign road trip. They **clambered over the low fence**, shouting encouragement to each other. Results from Ivory Coast's first free elections are beginning to **filter through.**
The camera **screws onto a detachable plate.**
I began to worry about rainstorm chills myself as I **slogged up the sticky chalk track.**

I grabbed a can of beer, pulled the tab and of course, the tab **snapped off.**

**Turn right** at the lights.
I was allowed to **wander around** quite freely.
He was passing the woods when a bullet of some sort **whizzed past his ear.**

3 The `walk' group

These verbs are concerned with walking or running somewhere. This includes:

- verbs indicating the speed of the movement e.g. *amble, race*
- verbs indicating how gracefully or clumsily someone moves e.g. *glide, stagger*
- verbs indicating the emotion or attitude of the person moving e.g. *flounce, storm*
verbs indicating that someone is trying not to be noticed e.g. slink, sneak

On the second floor, he raced down another corridor, rounded a sharp turn, and found himself facing a closed door. We had to sneak out because it was after nine at night.

As the other officers pounced on the attacker, the injured policeman staggered into the corridor. He stormed out of the apartment, slamming the door furiously behind him.

Mrs. Madrigal walked to the window, where she stood motionless.

---

4 The `drive' group

These verbs indicate that a form of transport, or someone using a form of transport, goes or arrives somewhere.

She slowed the cab to avoid an old Chevy sedan which was backing into a parking space. A veterinary officer escaped injury when her jeep exploded and burst into flames as she was driving to work. After the plane landed in Miami, the man surrendered peacefully. Pete got on his bike and pedalled off. Pull in here and let's have a look at the map. She sailed from Sydney on her second New Guinea voyage on May 12.

---

5 The `flow' group

These verbs indicate that a liquid, gas, or other substance goes somewhere. We
include here verbs indicating that light, sound, or a signal goes somewhere, and the verb *lick*, which indicates that flames go somewhere.

*Mahoney flung open the saloon door and black smoke *bellowed out.*
*The warming sound of Brian's laughter *drifted through the window.*
*Blood is the vital substance that *flows through the body,* carrying oxygen and nutrients and removing waste materials from the tissues.
*Flames were *licking around the door to the toy shop.*
*The rain *spattered on the uppermost leaves and dripped miserably from the lower.*
*Light was *streaming into Dr Denny's office from the door connecting it to the waiting room.*

<table>
<thead>
<tr>
<th>beam</th>
<th>billow</th>
<th>bubble</th>
<th>carry</th>
<th>cascade</th>
<th>collect</th>
<th>course</th>
<th>diffuse</th>
<th>drain</th>
<th>dribble</th>
<th>drift</th>
<th>drip</th>
<th>drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>eddy</td>
<td>float</td>
<td>flood</td>
<td>flow</td>
<td>funnel</td>
<td>gush</td>
<td>leak</td>
<td>lick</td>
<td>ooze</td>
<td>percolate</td>
<td>pour</td>
<td>radiate</td>
<td>run</td>
</tr>
<tr>
<td>settle</td>
<td>slop</td>
<td>slosh</td>
<td>sluice</td>
<td>soak</td>
<td>spatter</td>
<td>spill</td>
<td>splash</td>
<td>spout</td>
<td>spray</td>
<td>squirt</td>
<td>stream</td>
<td>surge</td>
</tr>
<tr>
<td>travel</td>
<td>trickle</td>
<td>waft</td>
<td></td>
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</tr>
</tbody>
</table>

6 The `flock' group

These verbs indicate that a number of people, or sometimes things, go somewhere.

*The jury *filed out,* silent, reverent.*
*The wild and beautiful west coast of Ireland has captured the imagination of Hollywood film directors as well the ordinary tourists who *flock there.*
*Police *swarmed into the area* within moments and searched for other devices.*

<table>
<thead>
<tr>
<th>cluster</th>
<th>dribble</th>
<th>file</th>
<th>flock</th>
<th>flood</th>
<th>flow</th>
<th>gather</th>
<th>huddle</th>
<th>parade</th>
<th>pour</th>
<th>snake</th>
<th>spill</th>
<th>straggle</th>
<th>stream</th>
<th>surge</th>
<th>swarm</th>
<th>trickle</th>
<th>troop</th>
</tr>
</thead>
</table>

7 The `roar' group

These verbs are concerned with going somewhere in a way that makes a particular noise. The Subject can be a vehicle, person, animal, or thing, depending on the verb.

*There was still a solitary fly *buzzing around the classroom.*
*The rain *pattered on the glass roof.*
*The jeep *roared off.*
*He *squelched through the mud* and disappeared round the corner of
a wall.

burble buzz chug clatter crash crunch gurgle patter plop purr rattle roar rumble scream screech slosh squelch swish thud thump thunder

8 The `turn' group

These verbs indicate that someone or something changes posture, arrangement, or orientation, but does not move from one place to another. This includes:

- turning
- reaching out
- sitting down
- falling over

His motorcycle fell on top of him. Pat reached up and grasped one of the water pipes above his head. Sylvia and I sat down on the bench by the fountain. He turned away before the tears came again.

bend crane crouch curl drop duck fall flip flop fly fold hunch jut kneel lash lean loll lunge perch pivot reach recline rock settle shuffle sink sit slump squat sway swing swivel thrash tilt topple turn twist yaw

crouch down sit down sprawl out squat down stretch out

9 The `live' group

These verbs are concerned with being or staying somewhere, or originating somewhere. This includes doing something somewhere, e.g. operate, work.

The restaurant was in Cork Street, Mayfair. This place is just too decadent. I could never live here. The study of handwriting, or graphology, originated in Italy in the seventeenth century. In 1969, he settled down in Tuscaloosa, Alabama, where he spent the rest of his life playing on the local blues circuit. She was sitting at the kitchen table when I came in. He worked in a travel agent's.

balance bathe be belong bivouac browse centre crouch dangle doss dwell fly (Rumours) hang holiday hover huddle idle keep kip kneel languish laze lean lie linger live locate lodge loll lounge navigate nestle occur operate originate perch recline remain repose
reside rest roost serve settle shelter sit skulk slouch snoop sprawl sprout stand stay stop
vacation winter work
bed down doss down hang out knock around/about loll about put up set up settle down

10 The `face' group

These verbs indicate the shape of something, or where it is in relation to something else. The Adjunct usually indicates direction.

She was a beautiful woman, with long blonde hair that cascaded down her back.
Presently, the land started to drop away to precipitous cliffs.
The garden faces south and does not suffer from late frosts.
The pool and terrace look out over the sea.
They saw a series of stones projecting from the outside wall near the window.
On the first leg of the trek the road wound through a forest.

arc arch ascend begin bulge cascade coil continue curve dip droop end extend face fall
flow fork go hang jut lead loll look loom meander pass point project radiate rear rise run
shelf slack slope snake soar splay sprawl stick straggle stream stretch sweep taper
thrust tower trail twist wind
branch off drop away lead off look out rise up

11 The `echo' group

These verbs indicate that a sound is heard somewhere. The Adjunct usually indicates direction. The Subject is inanimate.

There was confusion and panic as the sound of gunfire echoed round the city.
The insistent hum of jet engines reverberates through these ultra-modern hangars.

boom echo resound reverberate
boom out

12 The `look' and `gesture' group

These verbs are concerned with looking, gesturing, and communicating. We include here pan, which indicates that a camera is viewing something; scroll, which indicates that someone looks at text on a computer screen; and wander
3, which indicates that someone thinks about something. The Adjunct usually indicates direction.

*He gestured towards the two Englishmen.* `How much do they know?'
*I looked at her* and shrugged.
*Higgins shifted uncomfortably in his seat as the camera panned over the scene.*
*Houston's eyes roved restlessly about the room.*
*He let his mind wander lazily over the events of the night before.*

<table>
<thead>
<tr>
<th>dart (Your eyes)</th>
<th>gaze</th>
<th>gesture</th>
<th>glance</th>
<th>glower</th>
<th>leer</th>
<th>look</th>
<th>pan</th>
<th>peep</th>
<th>peer</th>
<th>radio</th>
<th>rove (Your eyes)</th>
<th>scroll</th>
<th>signal</th>
<th>squint</th>
<th>stare</th>
<th>sweep (Your eyes)</th>
<th>swivel (Your eyes)</th>
<th>wander (Your mind)</th>
<th>wander (Your eyes)</th>
</tr>
</thead>
</table>

13 The `search' group

These verbs are concerned with searching. The Adjunct indicates the place, container, or group of things in which someone is searching.

*She rummaged through her beach bag,* trying to find something thin and made out of metal.
*He dropped the shell and grovelled on the floor, inhaling carpet dust as he searched under the bed.*

<table>
<thead>
<tr>
<th>burrow</th>
<th>delve</th>
<th>dig</th>
<th>feel</th>
<th>ferret</th>
<th>fumble</th>
<th>grope</th>
<th>grub</th>
<th>look</th>
<th>probe</th>
<th>root</th>
<th>rummage</th>
<th>scavenge</th>
<th>search</th>
<th>shop</th>
</tr>
</thead>
</table>

These verbs also have the patterns *V prep/adv for n* and *V for n prep/adv.* The prepositional phrase beginning with *for* indicates what someone is trying to find.

*Police are looking in nearby buildings for other firebombs.*
*She looked away and rummaged for a hankie in her handbag.*

14 The `lurch' group

These verbs are concerned with progressing or coming to be in a different state. We include here *hold* and *hover,* which indicate that someone or something remains in a particular state for a while, and *loom,* which indicates that something is about to happen.

*The World Health Organization went even further during its 1988*
session held in Geneva, urging the testing of all children. For three weeks I hovered between life and death. What they do is prompted by a passionate desire to warn humanity about the danger looming over it. In 1861, this country lurched into a civil war from which it has never fully recovered. Marseille romped to a 4-1 win over Lille yesterday. This is the main reason why the divorce rate is spiralling upwards.

15 The `behave' group

These verbs are used to describe people's behaviour. The Adjunct indicates the way someone behaves. In the case of eat, it indicates the kind or amount of food someone eats; in the case of dress and wrap up, it indicates the type of thing someone wears. The prepositional phrase often begins with like or is something like in an unusual way.

They were behaving like animals. Rownall drove jerkily, cornering too fast and fumbling the gears. Forget gimmicky diets; eat sensibly and fill up with fresh fruit and vegetables. Always wrap up warmly after a spa bath.

16 The `shape up' group

The verbs behave and react also have the pattern V prep/adv towards/toward n. The prepositional phrase beginning with towards or toward indicates who or what a person's behaviour involves or relates to.

They take drugs, get drunk, and behave sadistically towards younger schoolmates.

The verb react also has the patterns V prep/adv to n and V to n prep/adv.

But afterwards shareholders reacted angrily to the deal.
These verbs are used when talking about how something behaves when it is used, or how successful something or someone is. Most of them are used with adverbs such as well and nicely. The phrasal verb come off is used with worst and best.

Her English is coming along well. In negotiations with European partners, they invariably come off worst.
For once, the show went off without technical hitches. This is a magnificent machine which rides well at low speed and which handles faultlessly when driven fast.
If the book sells well, and we think it will because it's an excellent read, they stand to make a lot of money.
Heather Edwards, recently appointed as the Chancellor's parliamentary private secretary, is shaping up nicely.
I'm convinced that everything's going to work out well in the end.

17 The `come over' group

These verbs are used when talking about how someone or something is perceived or received.

The supposedly normal people came over like loonies while the religious weirdos seemed reasonable and well-balanced.
His joke went down well. Even Blake smiled.

18 The `begin' and `end' group

These verbs are concerned with beginning or ending. The Adjunct indicates the circumstances that existed at the beginning or end of something, or the state of the Subject at that time.

Clinton's campaign began well. The year ended on a high note with the biggest attendance (39 members and 12 visitors) enjoying some excellent films presented by Alan Wilmott.
The driver of the car escaped with cuts and bruises.
19 The `last' group

These verbs are used when indicating how long something lasts or when it started and ended.

The mixture will keep for 2-3 days in the fridge and can be served hot, warm or cold.
The strike did not last long.
Robert Heath MP, who lived from 1806 to 1893, created the magnificent gardens there.

20 The `breakfast' group

These verbs are concerned with having a meal. The Adjunct indicates the circumstances in which the meal is eaten.

She breakfasted alone in her cell.

21 Verbs with other meanings

There are a few other verbs which have this pattern.

The statement came at the end of the council's annual summit in Qatar on Tuesday.
Much of the working mother's hard-earned salary goes on expensive toys and treats.
Sir Philip now lives in luxury in Kent. But he has never forgotten his roots.
British Rail says its services are more or less running to time this lunchtime.
He was determined to stay up until twelve o'clock and watch the people celebrating in Times Square, New York.
Structure information

a) The prepositional phrase or adverb group is usually an Adjunct, although some prepositional phrases are prepositional Objects or prepositional Complements.

b) This structure has a passive with the pattern \textbf{be V-ed prep} (\textit{prep} here means a preposition, not a prepositional phrase). However, it does not often occur. Usually there can be a passive structure only with one or two particular prepositions. The Subject refers to something directly affected by or involved in the action.

\textit{Even old and venerable rugs are walked on} by all and sundry.

\textit{The cottage has not been lived in} for several years.

The following verbs from the lists above are the ones most frequently used in the passive, with the preposition(s) indicated.

\begin{center}
\begin{tabular}{l}
jump (on) leap (on/upon) live (in) look (at) peer (at) sit (on) stand (on) stare (at) step (on) walk (on/over/through)
\end{tabular}
\end{center}

c) Phrasal verb patterns are the same except that there is a particle, P, which comes after the verb. The passive pattern, \textbf{be V-ed P prep}, does not often occur.

Other related patterns

\begin{description}
\item[V adv prep]
Most verbs with the pattern \textbf{V prep/adv} also have the pattern \textbf{V adv prep}. The verb is followed by an adverb and a prepositional phrase.

\begin{center}
\textit{They got into the lorries which were waiting for them and drove off into the forest.}
\textit{He walked over to his desk.}
\end{center}

\item[V prep prep]
Many of the verbs described in this section also have the pattern \textbf{V prep prep}. The verb is followed by two prepositional phrases.

\begin{center}
\textit{The state government has lurched from one budget crisis to another.}
\end{center}

He ran down the stairs to the living room.

Sometimes verbs are followed by more than two prepositional phrases.

The dams will regulate the flow of water on the flood-prone Souris River, which flows from southeastern Saskatchewan across the Canada-U.S. border into North Dakota.

V prep/adv for n, V for n prep/adv
See meaning group 13 above.

V prep/adv to n, V to n prep/adv
See meaning group 15 above.

V prep/adv towards/toward n
See meaning group 15 above.

V prep/adv n

The verb is followed by a prepositional phrase or an adverb group, which is followed by a noun group describing the Subject. This is a productive pattern: many verbs of movement can be used in this way.

You're going out a youngster, but you've got to come back a star.

2 V adv
The verb is followed by an adverb group.

This pattern has one structure:

- Verb with Adjunct
  They did well.

V adv

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>adverb group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>is doing</td>
<td>well</td>
<td>at school.</td>
</tr>
<tr>
<td>My skin</td>
<td>was peeling</td>
<td>off.</td>
<td></td>
</tr>
</tbody>
</table>
Most verbs can be followed by adverbs of manner or place. When information about manner or place is not essential, the adverb group is not part of the pattern. The verbs dealt with below are the ones which are always or typically followed by a particular adverb or small group of adverbs.

Many verbs which can be followed by an adverb group can also be followed by a variety of prepositions. These verbs are dealt with in Section 1 above. Verbs which can also be followed by one or two specific prepositions are dealt with in the sections on verbs followed by individual prepositions (Sections 5 to 33 below), as well as in this section.

Verbs with the pattern \textbf{V adv} belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `do well' group</th>
<th>3 The `bruise' group</th>
<th>5 The `swing' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `clean' group</td>
<td>4 The `scare' group</td>
<td>6 The `get somewhere' group</td>
</tr>
</tbody>
</table>

1 The `do well' group

These verbs are used with adverbs such as \textit{well} and \textit{badly}. Most of them are concerned with success or failure. We include here \textit{rank} and \textit{rate}, which are used with \textit{highly}.

\begin{quote}
I've seen quite a few of the recent gangster films and this compares very favourably.
The Republicans did badly in the election.
Many defence chiefs feel they might fare better under Labour, which is keen to protect Britain's conventional armed forces.
Friendships rate highly in Amanda's scheme of things.
\end{quote}

\begin{verbatim}
augur bode compare do fare go pay perform rank rate work
\end{verbatim}

The verbs bode and augur also have the pattern \textbf{V adv for n}. The prepositional phrase beginning with \textit{for} indicates who or what is likely or unlikely to be fortunate or unfortunate.

With delivery scheduled for 1994, a Boeing spokesman says this latest order bodes airline industry.

The verb compare also has the pattern \textbf{V adv with n}. The prepositional phrase beginning with \textit{with} indicates what something is better than or worse than.

\begin{quote}
While Britain's overall road safety record compares favourably with that of other European countries, Britain's child accident
\end{quote}
rates are no better than average.

2 The `clean' group

These verbs are used to indicate that something has a desirable quality, such as being easily cleaned, prepared, or moved. They are all ergative verbs (see Chapter 7).

This use is productive: many verbs which have the pattern V n and indicate something you want to do to something can be used with the pattern V adv. The verbs listed here are the ones which are most frequently used in this way.

| apply clean cut display drain fold glue grill lift read wash wear |

Our wood flooring not only looks smart, feels comfortable and cleans easily, but it’s environmentally friendly into the bargain! Buy a canvas beach bag that folds easily and leave your cumbersome straw shopping bag at home. Apart from peppers and aubergines, many other vegetables grill well.

3 The `bruise' group

These verbs are used to indicate that something is easily damaged. These are all ergative verbs (see Chapter 7).

This use is productive: any verb which has the pattern V n and is concerned with damage can be used with the pattern V adv. The verbs listed here are the ones which are most frequently used in this way.

| break bruise burn chip crack damage fracture mark rip scorch scratch scuff shatter snap tear |

Hands are gentler than spoons for tossing salad leaves that bruise easily. Sarah has typically British fair skin that burns easily.

4 The `scare' group

This verb indicates that someone feels an emotion easily.

This use is productive: any verb which has the pattern V n and indicates that someone is made to feel an emotion, especially fear, can be used with the
pattern $V \text{ adv}$. The verbs given here are the ones which are most frequently used in this way.

$I \text{ don't scare easily }$ but I have to say I was terrified.

5 The `swing' group

These verbs are concerned with movement or progress. They are used with one particular adverb of direction, or with a restricted set, as indicated in the list below. (The pattern $\text{pl-n } V \text{ together}$ is described separately in Section 3 below)

After 1 mile, bear right at Rooksnest Farm.

They crowded round, inspecting, touching, laughing. 
In spite of the recession, profits have galloped ahead. 
We hurried across the wet concrete, flung our cases into the big Parks vehicle and piled in. 
He swung round to see who was there.

6 The `get somewhere' group

These verbs are used with adverbs of distance, such as far, or general adverbs of place, such as somewhere or there.

Fairbairn had then questioned Arnold closely, but had not got very far. 
Both Otto's and the Lockwood Inn use the same style of open, wood fire pit, but the similarity stops there.
These verbs are concerned with phoning or writing a letter. They are used with the adverb *home*.

*On four or five occasions, she had phoned home and said she was staying with friends.*

*Give my compliments to your lovely wife when you write home.*

| call | phone | ring | telephone | write |

8 Verbs with other meanings

There are a few other verbs which have this pattern. They are used with a particular adverb or pair of adverbs.

*If Leaphorn had guessed right about the lake, the chance of catching George there looked a little better.*

*First-borns generally score higher than later-born children on tests of intellectual performance.*

The phrasal verb *come in* is used only in questions or clauses beginning with *where*.

*After a short pause, Rose asked again, ‘But where do we come in, Henry?’*

<table>
<thead>
<tr>
<th>guess (wrong/right)</th>
<th>score (low/high)</th>
<th>weigh (heavily)</th>
</tr>
</thead>
<tbody>
<tr>
<td>come in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Structure information

a) The adverb group is an Adjunct.

b) This structure has no passive.

c) There is only one phrasal verb associated with this pattern, *come in* (see meaning group 8 above).

Other related patterns

V adv *for* n

See meaning group 1 above.

V adv *with* n
See meaning group 1 above.

V amount adv

V ord

The verb is followed by an ordinal, such as first, second, or last. These verbs are concerned with the position of someone or something in a competition or list.

He **came third** in the 1967 Eurovision Song Contest with `Eldorado'.
France **ranked fourth** in 1990 in terms of total spending on science as a percentage of gross domestic product.

**come** finish lie rank

The verb rank also has the pattern V ord prep. The prepositional phrase after the ordinal indicates the group of things or people in which the Subject holds a particular position.

**Newly-released official statistics indicate that Hong Kong still ranks first among the Chinese mainland's top ten trading partners.**

3 pl-n V **together**
The verb is followed by the adverb together. The Subject is a plural noun group.

This pattern has one structure:

- Verb with Adjunct
  
  *The cells clump together.*

<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Adjunct</td>
</tr>
<tr>
<td>They</td>
<td>clung</td>
<td>together.</td>
</tr>
<tr>
<td>The whole team</td>
<td>must pull</td>
<td>together.</td>
</tr>
</tbody>
</table>

Phrasal verbs: pl-n V P **together**
We all mucked in together.
They ran away together to America.

The Subject refers to two or more people, things, or groups. Note that verbs with this pattern are similar in meaning to reciprocal verbs, but they are not regarded as true reciprocal verbs because they must have the adverb together when used with a plural Subject.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We all</td>
<td>mucked</td>
<td>in</td>
<td>together.</td>
</tr>
<tr>
<td>They</td>
<td>ran</td>
<td>away</td>
<td>together to America.</td>
</tr>
</tbody>
</table>

1 The ‘cluster’ group

These verbs indicate that two or more people or things move closer to each other or touch each other.

Someone suggested coffee, as they clustered together outside the Underground in Tottenham Court Road.
The edges are ready-gummed and when moistened will stick together.
Tree limbs which rub together can cause weakness through deformation, and disease infection is likely.

cling clump cluster gather knit rub stick
cuddle up

2 The ‘live’ group

These verbs indicate that two or more people live together, start living together, or spend time with each other. We include here get, which indicates that two or more people meet by arrangement.

They usually hung around together most of the time.
The relationship blossomed. They decided to live together the following year.
We’d been seeing each other for a year when he suggested we should move in together.
3 The `band' group

These verbs indicate that people form a group, do something together, or support each other.

> Several meat producers in my area have banded together to form a lobbying group.  
> We men have got to stick together.

4 Verbs with other meanings

There are two other verbs which have this pattern.

> We belonged together. Even when we hated each other, which was most of the time, we needed each other too.

The Subject is occasionally a singular noun group.

> There are a few bright spots, but the show as a whole doesn't hang together.

Structure information

a) The adverb together is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

4 V prep

The verb is followed by a prepositional phrase which consists of a preposition and a noun group. The passive pattern is be V-ed prep (prep here means a
preposition, not a prepositional phrase). The verbs described in this section are used with a variety of prepositions. Some verbs listed here are also included in sections relating to verbs followed by specific prepositions.

This pattern has two structures:

- Structure I: Verb with prepositional Object
  *They will vote on it.*
- Structure II: Verb with Adjunct
  *He disappeared into the kitchen.*

Both these structures are dealt with together because both structures can occur with the verb, depending on the preposition (see `Structure information' below for further details).

**Structure I: Verb with prepositional Object**

**Active voice: V prep**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>chewed</td>
<td>on her pencil rubber.</td>
</tr>
<tr>
<td>I</td>
<td>grieved</td>
<td>for all that had been lost.</td>
</tr>
<tr>
<td>He</td>
<td>would not speculate</td>
<td>on what actions might follow.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed prep**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Preposition</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>That measure</td>
<td>will be voted</td>
<td>on</td>
<td>later today.</td>
</tr>
</tbody>
</table>

**Phrasal verbs: V P prep**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smaller mammoths</td>
<td>could get</td>
<td>by</td>
<td>on less food.</td>
</tr>
<tr>
<td>He</td>
<td>was thinking</td>
<td>back</td>
<td>to the scenes of his childhood.</td>
</tr>
</tbody>
</table>

**Structure II: Verb with Adjunct**
V prep

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The small convoy</td>
<td>descended</td>
<td>into the valley.</td>
</tr>
<tr>
<td>She</td>
<td>disappeared</td>
<td>through the door.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P prep

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The van</td>
<td>pulled</td>
<td>out</td>
<td>from the line of parked cars.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `recede' group
2 The `rise' and `drop' group
3 The `shoot' group
4 The `scrape' group
5 The `deliberate' group
6 The `work' group

1 The `recede' group

These verbs are concerned with moving, arriving, or being somewhere.

I don't remember what happened after I collapsed onto the settee. Two steamers used to ply between Sakhalin and Yuzhno Kurilsk, the main town on the southernmost island. He got into the car and pulled out into the traffic. Because the Universe is expanding, a distant galaxy recedes from us faster than a nearby one. Her brother was killed when his car went out of control on a bend and somersaulted into a field.

2 The `rise' and `drop' group
These verbs indicate that someone or something starts being in a different situation or doing something different. We include here *change*, as in *change from fourth to fifth gear*.

*Havant, the former champions, dropped to fourth place* when they suffered their second defeat of the season by Slough. Earlier, Mr Ryzhkov said the two sides were moving towards a solution to their confrontation. Not a single woman has risen to the rank of Agent.

```
close drift drop leap leapfrog move rise slide swing
branch out rise up
```

3 The `shoot' group

These verbs are concerned with sending something or gesturing in a particular direction. The prepositional phrase indicates direction. We include here *whisper*, which indicates that someone sends their voice in a particular direction.

*He blew on his chilled, purple fingers* and put his mittens back on. ‘Do you recognize this man?’ He nodded towards Hubbard. Its drivers were climbing out of the cab and *shooting in the general direction of the chopper*. The players claimed they had been spat on and had objects thrown at them. As Mr Evans put her down, Meg tugged at his hand and *whispered in his ear*.

```
blow gesticulate gob nod pitch shoot spit whisper
```

4 The `scrape' group

These verbs are concerned with physical contact, connection, or damage. The prepositional phrase indicates the thing that is touched or damaged.

*Josef is hacking at the trunk of a tree he chopped down in his back yard.*
*There is an optional grass box which hooks onto the back of the mower.*
*After a while the only audible sound is that of knives and forks scraping against china.*
5 The `deliberate' group

These verbs are concerned with speech, writing, thought, or emotion. The prepositional phrase indicates the topic or issue involved.

At the same time his colleagues in parliament have been deliberating about constitutional change.
But I understand Wright is adamant he did not act irresponsibly and is seething at the accusation.
If I saw a prisoner being beaten by a prison officer, then I would speak up about it.
The extent to which under-urbanization has resulted from such labour practices is speculated on below.

In the case of the following verbs, the preposition is sometimes followed by a wh-clause: adjudicate, deliberate, differ, disagree, discourse, speculate, vote, waver.

The ethics committee is preparing to vote on whether to begin a full investigation.

6 The `work' group

These verbs are concerned with action or endeavour. The prepositional phrase indicates the field of the action or endeavour.

Twelve boats from ten countries will compete in the Americas Cup.
You see, Tim, we have been working on this project, Henry and I, for a long time.

In the case of persevere and work, the preposition is sometimes followed by an `-ing' clause.

They say they will work towards removing the underlying causes of famine.
7 Verbs with other meanings

There are a number of other phrasal verbs which have this pattern.

*Thousands of broadcasters came out on strike.*

*In the computer manufacturing industry, they're learning to get by with fewer employees.*

*Let your child go around with bare feet for as long as possible.*

Structure information

a) If the prepositional phrase indicates something that is directly affected by or involved in an action, it is considered to be a prepositional Object. If it indicates the circumstances of an action, it is considered to be an Adjunct. Verbs with the pattern \( V \ prep \) are followed by three or more different prepositions, and in some cases the prepositional phrase may be an Adjunct or a prepositional Object, depending on the preposition.

b) This structure has a passive, with the pattern \( be \ V-ed \ prep \) (\( prep \) here means a preposition, not a prepositional phrase). However, it does not often occur. Usually there can be a passive structure for a verb only with one or two particular prepositions. The Subject refers to something directly affected by or involved in the action.

*The proposals are still being worked on.*

The following verbs from the lists above are the ones most frequently used in the passive, with the preposition(s) indicated.

\[ \text{adjudicate (on)} \text{ compete (for)} \text{ drool (over)} \text{ gob (at)} \text{ grieve (for)} \text{ gush (over)} \text{ hack (at)} \text{ rummage (through)} \text{ speculate (on/upon/about)} \text{ spit (on/at)} \text{ vote (on/for)} \text{ work (on/at/for)} \]

c) The phrasal verb pattern is the same except that there is a particle, \( P \), which comes after the verb. The passive pattern does not often occur.

5 \( V \ about \ n \)

The verb is followed by a prepositional phrase which consists of the preposition \( about \) and a noun group. With most verbs, the preposition is
sometimes followed by an `-ing' clause or a wh-clause. In Structure I, the preposition is followed by an `-ing' form. The passive pattern is \textit{be V-ed about}.

This pattern has three structures:

- Structure I: Verbs in phase  
  \textit{Don't bother about clearing up.}
- Structure II: Verb with prepositional Object  
  \textit{He was grumbling about the weather.}
- Structure III: Verb with Adjunct  
  \textit{David rang about the meeting tomorrow.}

Structure I: Verbs in phase

\textit{V about -ing}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>about</th>
<th>-ing</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forget</td>
<td>about</td>
<td>being</td>
<td>friendly.</td>
<td></td>
</tr>
</tbody>
</table>

There are only two verbs with this structure. They are concerned with not doing something.

\textit{As the Indians did not bother about digging very deep graves, many skeletons had been found.}

| (not) bother forget

When the preposition \textit{about} is followed by a noun group, these verbs have Structure II (see meaning groups II.2 and II.4 below).

Structure information: Verbs in phase

a) The verb is followed by the preposition \textit{about} and the `-ing' form of another verb. The verbs are \textit{in phase}, and together form a \textit{complex verb group}. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if someone is told to \textit{forget about getting} something, the \textit{forgetting} and the \textit{not getting} are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which
completes the pattern of the second verb. In the structure table above, this is called a **Completive**. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun group.

b) This structure has no passive.

**Structure II: Verb with prepositional Object**

Active voice: \( V \ about \ n/-ing/wh \)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>about</th>
<th>noun group/-ing clause/wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>didn't agonize</td>
<td>about</td>
<td>whether or not to do it?</td>
</tr>
<tr>
<td>I</td>
<td>dream</td>
<td>about</td>
<td>winning the 100 meters.</td>
</tr>
<tr>
<td>Other players</td>
<td>are grumbling</td>
<td>about</td>
<td>unpaid wages.</td>
</tr>
<tr>
<td>I</td>
<td>heard</td>
<td>about</td>
<td>the accident.</td>
</tr>
</tbody>
</table>

Passive voice: \( be \ V-ed \ about \)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>about</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>These children</td>
<td>are not being forgotten</td>
<td>about.</td>
<td></td>
</tr>
<tr>
<td>Nothing else</td>
<td>had been talked</td>
<td>about</td>
<td>for weeks.</td>
</tr>
</tbody>
</table>

Phrasal verbs: \( V \ P \ about \ n \)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>about</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successive ministers</td>
<td>have droned</td>
<td>on</td>
<td>about</td>
<td>the need for cuts.</td>
</tr>
<tr>
<td>She</td>
<td>'s found</td>
<td>out</td>
<td>about</td>
<td>the money.</td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `talk' group</th>
<th>II.2 The `think' group</th>
<th>II.3 The `learn' group</th>
</tr>
</thead>
</table>

II.1 The `talk' group

These verbs are concerned with speaking or writing. This includes:

- verbs that indicate the function of what is said e.g. *argue, ask, complain*
- verbs that indicate how something is said e.g. *mutter, wail*
- verbs that indicate the feeling of the speaker e.g. *enthuse, fulminate*

All the phrasal verbs (as well as some of the ordinary verbs) indicate that someone speaks for longer than you consider acceptable, and sometimes that there is something else that you dislike about what they are saying, for example that it is boring or stupid. The prepositional phrase indicates the topic involved.

*He seemed to have forgotten that I had asked about his car.*
*She’s not complained about the conditions or anything.*
*I have not heard her enthuse about a resort so enthusiastically ever before.*
*Some of them could be heard muttering about the high prices of the clothes.*
*He talked about all kinds of things.*
*He witters on about how rising paper and print costs have made this regrettable increase unavoidable.*

The verbs *argue 4, bicker, chat, dicker, fight, haggle, quarrel, row, squabble,* and *talk 2* always or often have a plural Subject with this pattern because they are **reciprocal verbs** concerned with having an argument or discussion (see Chapter 6).

*My parents were quarrelling about me though I could not quite tell why.*

With most of the verbs in this group, the preposition *about* is sometimes followed by an `-'ing' clause.

*He had boasted about stabbing a woman.*

With some of these verbs, particularly *complain, joke,* and *go on,* the preposition *about* is sometimes followed by a noun group and an `-'ing' clause. This pattern is **V about n -ing**.
Terrified residents **complained** about aircraft flying low over their homes.

In the case of the following verbs, the preposition **about** is sometimes followed by a wh-clause: *argue, ask, bicker, chat, chatter, equivocate, fight, haggle, inquire, joke, lie, quarrel, quibble, row, squabble, talk, waffle.*

*He and Patra **argued** about what to wear.*

II.2 The `think' group

These verbs are concerned with thought or feeling, or the expression of thought or feeling. The prepositional phrase indicates the topic of the thought or feeling.

*It's a problem that **has been known** about for years.*

*For the most part, people **think** about themselves rather than others.*

With most verbs, the preposition **about** is sometimes followed by an `*-ing' clause.

*He told me he **had** always **dreamed** about being a star when he was a kid.*

With some of these verbs, particularly *know, think,* and *worry,* the preposition **about** is sometimes followed by a noun group and an `*-ing' clause. This pattern is **V about n -ing.**

*I think he still **worries** about me being the youngest.*

In the case of the following verbs, the preposition **about** is sometimes followed by a wh-clause: *agonize, bother, brood, care, cogitate, deliberate, differ, disagree, dither, fret, know, muse, philosophize, puzzle, ruminante, theorize,*
think, wonder, worry.

It averages out so that you don't need to dither about when to buy.

agonize agree bother brood care cogitate daydream deliberate differ disagree dither
dream fantasize forget fret fume gloat know muse obsess philosophize puzzle rage
ruminate speculate theorize think waffle waver wonder worry

See also Structure I above

II.3 The `learn' group

These verbs are concerned with acquiring knowledge. The prepositional phrase indicates what the knowledge concerns.

We found out about these changes by pure accident.
I heard about the trouble on the television early this morning, so I hurried on over.

The preposition about is sometimes followed by an `^-ing' clause.

The players learned about competing against quality opposition and improved each game.

In the case of learn, the preposition about is sometimes followed by a wh-clause.

Even in school, Hewitt was learning about how to use time.

In the case of hear and read, the preposition about is sometimes followed by a noun group and an `^-ing' clause. This pattern is V about n -ing.

And that's how you heard about Ron Hythe fighting with Doyle?

hear learn read
find out

II.4 Verbs with other meanings

There is one other verb which has this structure.

I'll be late, don't bother about supper.

(not) bother
See also Structure I above.

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed about. However, not all verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.

| argue | forget | joke | know | lie | speak | talk | think | write |

[c] The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb. There is no passive pattern.

Structure III: Verb with Adjunct

V about n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>about</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'m phoning</td>
<td>about</td>
<td>the arrangements for tomorrow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>about</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thousands of people</td>
<td>write</td>
<td>in</td>
<td>about</td>
<td>their experiences.</td>
</tr>
</tbody>
</table>

These verbs are concerned with communication by telephone or letter. The prepositional phrase indicates the topic which is the reason for the communication.

_Hello? I'm calling about the ad for the car._
_I don't know if you can remember, a few months ago I rang up about some housing problems I and my husband were having with the landlord._

<table>
<thead>
<tr>
<th>call</th>
<th>phone</th>
<th>ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone up</td>
<td>ring up</td>
<td>write in</td>
</tr>
</tbody>
</table>
Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Other related patterns

V about n to n, V to n about n

V about n with n, V with n about n
See Chapter 6.

V adj/adv about n

The verb is followed by an adjective group or an adverb group, and a prepositional phrase beginning with about.

He felt good about the show.
He felt differently about this scaled-down plan.

This pattern may occur as part of a question or wh-clause.

Look, I know how you feel about James.

The preposition about is sometimes followed by an `-ing' clause, or by a noun group and an `-ing' clause.

Obviously one should feel depressed about being 60.
How do you feel about me being a policeman?

feel

6 V across n

The verb is followed by a prepositional phrase which consists of across and a noun group.

This pattern has one structure:
*Verb with Adjunct.

I cut across the field.

V across n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>cut</td>
<td>across</td>
<td>the grass.</td>
</tr>
<tr>
<td>Birds</td>
<td>skimed</td>
<td>across</td>
<td>the water.</td>
</tr>
</tbody>
</table>

Verbs with this pattern are all concerned with crossing or passing from one side of a place to the other, either physically or metaphorically.

Nancy, out of the corner of her eye, saw the shadow that suddenly fell across the doorway. A cold, dead smile flickered across Vincent's grey features, and for a brief second his eyes sparked to life. Hurricane Dean swept across Bermuda with torrential rains and winds as strong as 113 miles per hour, flooding some coastal roads.

brush cut fall flicker flit plane skim sweep

Structure information

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

7 V after n

The verb is followed by a prepositional phrase which consists of the preposition after and a noun group.

This pattern has one structure:

- Verb with prepositional Object
  They lust after power.

V after n
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The attendants</td>
<td>chased</td>
<td>after</td>
<td>him.</td>
</tr>
<tr>
<td>Americans</td>
<td>hanker</td>
<td>after</td>
<td>the big gas-guzzling cars of yesteryear.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P after n

<table>
<thead>
<tr>
<th>Verb group</th>
<th>Particle</th>
<th>after</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>prepositional Object</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>had to clean</td>
<td>up</td>
<td>after</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1. The `hanker' group
2. The `go' group
3. The `follow' group

1. The `hanker' group

These verbs are concerned with wanting something or someone very much.

*He still hankers after high office.*

*But even as a professional, she felt treated like a little girl, a piece of fluff to be lusted after.*

|hanker hunger lust thirst yearn|

2. The `go' group

These verbs are concerned with trying to get something or someone.

*I was always chasing after men who just couldn't handle intimacy.*

*It gives you the credibility you'll need if you want to go after a managerial position elsewhere.*

| chase go run |

3. The `follow' group
These verbs are concerned with following someone.

He tried to punch me; I struck back. He ran away. I **chased** after him.

The `clear up' group

These verbs are concerned with doing something, usually cleaning or tidying, which has been made necessary by someone else. The prepositional phrase indicates the other person.

He had a reputation for leaving bathrooms in an appalling state, safe in the knowledge that his minions **would clear up after him**.

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern **be V-ed after**. However, the passive often occur. The verb that is most frequently used in the passive is **lust**.

He wanted to **be lusted after**.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb. There is no passive pattern.

Other related patterns

**V after n with quote**

**8 V against n**

The verb is followed by a prepositional phrase which consists of **against** and a noun group. With some verbs, the preposition is sometimes followed by an `ing' clause. The passive pattern is **be V-ed against**.

This pattern has one structure:

- Verb with prepositional Object

*Thousands of people demonstrated against the tax.*
Active voice: V *against* n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>verb</th>
<th>prepositional Object</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>campaigned</td>
<td>against</td>
<td>arranged marriages.</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>'re competing</td>
<td>against</td>
<td>younger workers.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>have decided</td>
<td>against</td>
<td>boycotting the referendum.</td>
<td></td>
</tr>
<tr>
<td>Their bullets</td>
<td>slammed</td>
<td>against</td>
<td>the fuselage.</td>
<td></td>
</tr>
</tbody>
</table>

Passive voice: be V-ed *against*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>verb</th>
<th>Preposition</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>are discriminated</td>
<td>against</td>
<td>by their employers.</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs: V P *against* n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>verb</th>
<th>prepositional Object</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several countries</td>
<td>have come</td>
<td>out</td>
<td>against</td>
<td>holding official celebrations.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>has fought</td>
<td>back</td>
<td>against</td>
<td>the hardliners.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>lashed</td>
<td>out</td>
<td>against</td>
<td>the proposal.</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `compete' group</th>
<th>3 The `preach' group</th>
<th>5 The `insure' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `campaign' group</td>
<td>4 The `bump' group</td>
<td>6 The `offend' group</td>
</tr>
</tbody>
</table>

1 The `compete' group

These verbs are concerned with opposing someone, competing with someone, or doing something to harm someone. We include here *draw, lose, prevail, win, win out*, and *win through*, which indicate the result of a contest. Some of these verbs are *reciprocal verbs* and have a plural Subject in this pattern (see Chapter 6).
The competition gave junior players the chance to compete against members of other clubs. When I started at college, all the girls in my class seemed to gang up against me and talk and laugh about me. I can't wait to play against them because we are capable of giving United a real run for their money. She also began to have aggressive and murderous thoughts about her family, thinking that they were plotting against her. Sir Geoffrey Howe made clear through friends on the evening of his resignation that he would not stand against Mrs Thatcher. In the quarter-finals, Notts beat Essex, Worcestershire beat Glamorgan, Lancashire disposed of Surrey and Somerset won against Middlesex.

The verb stack up usually has this pattern in a question beginning with how.

A favorite theme of Perot's is how the US stacks up against its foreign competitors.

2 The `campaign' group

These verbs are concerned with trying to stop something that is happening or is planned.

He has campaigned against apartheid all his life. Most EC countries have already legislated against excessive overtime. The students are protesting against a cut in the education budget.

3 The `preach' group

These verbs are concerned with saying that something is bad in some way. We include here appeal, which indicates that someone makes a formal complaint about a decision.

Both Warren Beatty and Billy Crystal have lashed out against studios for not pushing their films hard enough.
Here was a man who **preached against the gun**, yet had friends who were notorious gunmen.

The preposition *against* is sometimes followed by an `-ing' clause.

*Doctors advise against putting a thermometer into your child's mouth* because it may cause him to choke.

4 The `bump' group

These verbs indicate that something hits or touches something else.

*After what seemed eternity, there was a jerk as the boat **bumped against something**.*
*A cat came into the room and **rubbed against its mistress's legs**.*

5 The `insure' group

These verbs are concerned with taking precautions against possible harm. The person or thing that is being protected is not explicitly mentioned. We include here the verb *guard*, which is used to indicate that someone avoids doing something or letting something happen.

*While many **insure against death**, far fewer take precautions against long-term or permanent loss of income because of sickness.*
*It is exactly the right time to **spray against the potato blight fungus**.*

In the case of *guard*, the preposition *against* is sometimes followed by an `-ing' clause.

*He warned the jury to **guard against returning a tough verdict out of sympathy with relatives**.*

6 The `offend' group
These verbs are concerned with breaking something such as a rule or convention.

*The policy seems to offer several aspects that offend against the constitution.*
*It is about a teacher who rebels against hidebound practices in an American school.*

| go offend rebel revolt transgress |

7 Verbs with other meanings

There are a number of other verbs which have this pattern.

*He warned today that the plan could backfire against the allies.*
*I had toyed with the idea of dyeing my hair black, but decided against it.*
*I have always saved. And I always like to pay bills as soon as they arrive. My father never saved and perhaps I reacted against that.*

In the case of decide, militate, and react, the preposition against is sometimes followed by an `'-ing' clause.

*We decided against having a midday meal so as to save time.*

| backfire battle boomerang chafe decide depreciate harden militate react struggle weigh |

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed against. However, not all verbs with this structure are used in the passive. The verbs that are most frequently passive are discriminate and sin (usually in the phrase more sinned against than sinning).

c) The phrasal verb pattern is the same, except that there is a particle, P, which comes after the verb.

9 V around/round n
The verb is followed by a prepositional phrase which consists of around or round and a noun group.
This pattern has two structures:

- **Structure I: Verb with prepositional Object**  
  *Her life centres around her family.*
- **Structure II: Verb with Adjunct**  
  *They clustered around me.*

**Structure I: Verb with prepositional Object**

\[
V \text{ around/round } n
\]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plot</td>
<td>centres</td>
<td>around</td>
<td>a baffling murder.</td>
</tr>
<tr>
<td>I</td>
<td>was skirting</td>
<td>around</td>
<td>the real issues.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

**I.1 The `centre' group**

**I.2 The `skate' group**

**I.3 The `fuss' group**

**I.1 The `centre' group**

These verbs are used when indicating what the focus of something is.

*Their disagreements have centred around the make-up of a proposed guerilla leadership council.*

*Community life here revolves around churches and schools.*

*Set on a ranch in Mexico early in the 20th century, the film revolves around Tita, the youngest of three sisters.*

**centre revolve**

**I.2 The `skate' group**

These verbs are concerned with avoiding a subject.

*Both of them like to skate around the subject of what they can do for African-Americans.*
The Prime Minister tried to skirt round the trickier issues.

skate skirt

I.3 The `fuss' group

These verbs indicate that a person or group of people pays someone or something too much attention.

He was getting cross with the doctors for fussing around him and wanted to come back home.

cluck fawn fuss

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

Structure II: Verb with Adjunct

V around/round n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>around/round</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bird</td>
<td>was circling</td>
<td>around</td>
<td>the house.</td>
</tr>
<tr>
<td>The children</td>
<td>clustered</td>
<td>around</td>
<td>me.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `circle' group

II.2 The `crowd' group

II.3 The `hang' group

II.1 The `circle' group

These verbs indicate that someone or something moves in a circle or curve round someone or something else.

Because the firing was still going on, I circled around the building
and came in from the other direction. 
I skirted round the north of Brighton and Hove, avoiding them as Jeremy had instructed.

| circle revolve skirt |

II.2 The `crowd' group

These verbs indicate that a number of people move so as to surround someone or something.

Inside, the paparazzi cluster around any hapless celebrity they can find. The boys crowded round the detailed map of the area.

| cluster crowd flock gather throng |

II.3 The `hang' group

These verbs indicate that someone or something is in a particular place, not doing much or not being used.

All the boys who are out of work hang around the five or six cafes there and drink endless cups of tea. He says the gun had been lying around the house, and he just wanted to get rid of it.

| hang lie stick |

II.4 The `move' group

These verbs indicate that someone goes to a lot of different places.

In our ailing jobs market, people must move around the country in order to find work.

| move run |

Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.
10 V as adj

The verb is followed by a prepositional phrase which consists of the preposition *as* and an adjective group. This pattern has one structure:

- Verb with prepositional Complement

  *That counts as old.*

### V as adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>as</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large number of plants</td>
<td>qualify</td>
<td>as</td>
<td>medicinal.</td>
</tr>
</tbody>
</table>

**Phrasal verbs: V P as adj**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>as</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>comes</td>
<td>over</td>
<td>as</td>
<td>smug and arrogant.</td>
</tr>
</tbody>
</table>

Verbs with this pattern indicate that someone or something is perceived as having a particular quality or status, or hopes to be perceived in that way. All these verbs except *count* and *emerge* are **link verbs** (see Chapter 5).

*I'm told that I come across as hard and intimidating but I don't feel hard and intimidating.*

*In Italy, many women count as unemployed even if they have a perfectly respectable 'black market' job.*

*Parents can try to set good examples without trying to masquerade as perfect.*

*But with such a narrow definition, entire branches of knowledge would not qualify as useful.*

```
count  emerge  masquerade  pass  qualify
come across  come over
```
Structure information

a) The prepositional phrase is the prepositional Complement.

b) This structure has no passive.

c) The phrasal verb pattern is the same, except that there is a particle, P, which comes after the verb.

11 V as n
The verb is followed by a prepositional phrase which consists of the preposition as and a noun group.

This pattern has one structure:

- Verb with prepositional Complement

*His wife *works* as a designer.*

V as n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>as</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bacterium</td>
<td>acts</td>
<td>as</td>
<td>a natural carrier for the gene.</td>
</tr>
<tr>
<td>The scandal</td>
<td>began</td>
<td>as</td>
<td>a family feud.</td>
</tr>
<tr>
<td>She</td>
<td>trained</td>
<td>as</td>
<td>a teacher.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P as n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>as</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>signed</td>
<td>up</td>
<td>as</td>
<td>midshipman on a cruiser.</td>
</tr>
<tr>
<td>She</td>
<td>started</td>
<td>out</td>
<td>as</td>
<td>an assembly line worker.</td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `work' group</th>
<th>3 The <code>begin' and </code>end' group</th>
<th>5 The `masquerade' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `function' group</td>
<td>4 The `rank' group</td>
<td>6 Verbs with other meanings</td>
</tr>
</tbody>
</table>

1 The `work' group

These verbs are concerned with doing, getting, leaving, or training for a job. The noun group after as contains a job title such as doctor or president.

She has recently qualified as a doctor and is hoping to practise in Pakistan.
Mr Guerra resigned as deputy prime minister in January. After a spell as a volunteer in the RAF, he signed up as a steward with P&O Lines. He intends to step down as chairman in 1997. He worked as a kitchen assistant for the Ministry of Defence.

enlist freelance moonlight practise qualify resign run serve stand train volunteer work
put up shape up sign up stand down step down

2 The `function' group

These verbs are concerned with having a role or a function. The prepositional phrase indicates what someone or something is. All these verbs are link verbs (see Chapter 5).

Players act as their own referees, and altercations and bad language are virtually unknown. A basic walking boot with tough leather uppers can double up as a digging boot. Monosodium glutamate is a food additive that functions as a flavour enhancer.

act double figure function operate serve
double up

3 The `begin' and `end' group

These verbs are concerned with beginning, continuing, and ending. The prepositional phrase indicates what someone or something was at the
beginning or end of something, or what they continue to be. All these verbs are **link verbs** (see Chapter 5).

The camp **began as a maze of tents**, but over 14 years it has grown into a proper village.  
Mr. Barker **will continue as chairman of the company's corporate finance division.**  
All of the other county games **ended as draws.**  
People like me are facing poverty and **may even end up as social welfare cases.**

<table>
<thead>
<tr>
<th>begin</th>
<th>continue</th>
<th>end</th>
<th>finish</th>
<th>originate</th>
<th>remain</th>
<th>start</th>
</tr>
</thead>
<tbody>
<tr>
<td>end up</td>
<td>finish up</td>
<td>start off</td>
<td>start out</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 The `rank' group

These verbs indicate that someone or something is perceived as a particular thing. All these verbs except count, emerge, and qualify are **link verbs** (see Chapter 5).

The MP **came across as a genuine, committed socialist, a forthright man**, honest and to be trusted.  
Payment for transportation necessary for medical care **qualifies as a medical expense.**  
The view through the columns and turrets over the surrounding gardens and parkland **must rank as one of the most strangely beautiful and evocative in the land.**  
The world Olympiad final between the British women's team and Austria **was shaping up as one of the most dramatic on record** when play ended last night.

The preposition **as** is occasionally followed by an `'-ing' clause.

If you are homeless through no fault of your own and you **qualify as being in priority need**, the council is obliged to find you somewhere to live.

<table>
<thead>
<tr>
<th>count</th>
<th>emerge</th>
<th>pass</th>
<th>qualify</th>
<th>rank</th>
<th>rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>come across</td>
<td>come over</td>
<td>go down</td>
<td>shape up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 The `masquerade' group
These verbs indicate that someone is trying to be perceived as something they are not or that something is intended to be perceived as something it is not. All these verbs except dress up are link verbs (see Chapter 5).

*As a youngster he loved dressing up as Superman.*

*It denounces the use of taxpayer funds `to subsidise obscenity and blasphemy masquerading as art.'*

*Jones and his accomplice posed as police officers to gain entry to the house.*

### masquerade parade pose

- *dress up*

6 Verbs with other meanings

There are two other verbs which have this pattern. The verb come is a link verb (see Chapter 5).

*His promotion came as a surprise to some MPs since Mr Gummer, aged 53, has tended to be underestimated by opponents.*

*Stephanie came out as a lesbian when she was 21.*

### come

- *come out*

#### Structure information

a) The prepositional phrase is a prepositional Complement.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

#### Productive uses

The use of as and a noun group is productive. Many verbs in addition to the ones listed above are sometimes followed by such a prepositional phrase, which indicates the role of the Subject; for example someone can compete as an amateur, live as a recluse, or testify as a witness. The verbs listed in this section are the ones which are most frequently used in this way.
12 V *as to* wh

The verb is followed by a prepositional phrase which consists of *as to* and a wh-clause or occasionally a noun group.

This pattern has one structure:

- Verb with prepositional Object
  
  *I inquired* as to whether any solution had been reached.

### V *as to* wh

<table>
<thead>
<tr>
<th>Verb group</th>
<th><em>as to</em></th>
<th>wh-clause/noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>prepositional Object</td>
</tr>
<tr>
<td>We</td>
<td>advise</td>
<td>as to</td>
</tr>
<tr>
<td>Analysts</td>
<td>differ</td>
<td>as to</td>
</tr>
<tr>
<td>She</td>
<td>will be</td>
<td>as to</td>
</tr>
<tr>
<td></td>
<td>testifying</td>
<td></td>
</tr>
</tbody>
</table>

This pattern is rather formal, and is used in writing more often than in speech. Verbs with this pattern belong to the following meaning groups:

1. The `inquire' group
2. The `advise group
3. The `agree' group

#### 1 The `inquire' group

These verbs are concerned with trying to find out about something. We include here verbs such as *inquire*, which involve speaking, and verbs such as *speculate*, which involve thinking.

*The journalist inquired as to sales. `It has sold twelve thousand copies in three weeks,' said Ford.*

*I wanted to speculate as to how it feels being in the middle of a revolution, to have history overtaking you.*

| *enquire* | *guess* | *inquire* | *speculate* | *think* |

#### 2 The `advise' group

These verbs are concerned with giving advice or information.

Can you advise as to why this should be happening?
Officials wouldn't comment as to whether any new agreements about a trading range for the dollar were made at Saturday's meeting.

advise comment testify

3 The `agree' group

These verbs are concerned with agreeing, disagreeing, or arguing about something.

They do not agree as to the pronunciation of some of the simplest and commonest words in the English language.
To this day historians disagree as to whether he was hero or villain.

agree argue differ disagree

Structure information
a) The prepositional phrase is a prepositional Object.

b) This structure has no passive.

13 V at n
The verb is followed by a prepositional phrase which consists of at and a noun group. With some verbs, the preposition is sometimes followed by an `'-ing' clause or a wh-clause. The passive pattern is be V-ed at.

This pattern has two main structures:

- Structure I: Verb with prepositional Complement
  Unemployment is running at 17 per cent.
- Structure II: Verb with prepositional Object
  They swore at him.

Structure I: Verb with prepositional Complement

V at amount
The unemployment rate peaked at 11 per cent.

Inflation is running at around sixty per cent.

The two CDs clock in at just under 100 minutes.

The price works out at 5310 a cup.

In this structure, the noun group following the preposition is an amount, and the pattern is V at amount.

Verbs with this structure belong to the following meaning groups:

I.1 The ‘stand’ group

These verbs are used to indicate the size, level, or weight of something. They are all link verbs (see Chapter 5).

*The cost of the fighter programme now stands at more than four thousand million dollars.*

*The average rise works out at 6.5 per cent.*

I.2 The ‘peak’ group

These verbs are used to indicate that something has a certain size, level, or price at a certain time or point.
The Confederation of British Industry has predicted that unemployment will **bottom out at between 2.25 million and 2.5 million**.
The dollar **closed at DM1.4917**, compared with Wednesday's New York close of DM1.4868.

Temperatures **have peaked at over thirty degrees Celsius** and a drought may shortly be declared in the region.

---

**Structure information: Verb with prepositional Complement**

a) The prepositional phrase is the prepositional Complement.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

**Structure II: Verb with prepositional Object**

Active voice: V at n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>at</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>glanced</td>
<td>at</td>
<td>his watch.</td>
</tr>
<tr>
<td>They</td>
<td>have protested</td>
<td>at</td>
<td>being underrepresented in government.</td>
</tr>
<tr>
<td>The rivals</td>
<td>shouted</td>
<td>at</td>
<td>each other.</td>
</tr>
<tr>
<td>The kid</td>
<td>tugged</td>
<td>at</td>
<td>the cuff of his sweater.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed at

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>at</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men in shorts</td>
<td>are laughed</td>
<td>at.</td>
<td></td>
</tr>
<tr>
<td>His car</td>
<td>has been shot</td>
<td>at.</td>
<td></td>
</tr>
</tbody>
</table>
Phrasal verbs: V P at n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>at</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recession</td>
<td>is eating</td>
<td>away</td>
<td>at</td>
<td>their revenues.</td>
</tr>
<tr>
<td>A senior judge</td>
<td>hit</td>
<td>out</td>
<td>at</td>
<td>the new law.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `bay' group</th>
<th>II.6 The `rejoice' group</th>
<th>II.11 The `shoot' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.2 The `shout' group</td>
<td>II.7 The <code>balk' and </code>jump' group</td>
<td>II.12 The `hit back' group</td>
</tr>
<tr>
<td>II.3 The `wink' group</td>
<td>II.8 The <code>prod' and </code>pull' group</td>
<td>II.13 The `work' group</td>
</tr>
<tr>
<td>II.4 The `look' group</td>
<td>II.9 The `chew' group</td>
<td>II.14 The `sell' group</td>
</tr>
<tr>
<td>II.5 The `grumble' group</td>
<td>II.10 The `eat away' group</td>
<td>II.15 Verbs with other meanings</td>
</tr>
</tbody>
</table>

II.1 The `bay' group

These verbs indicate that an animal makes a noise. The prepositional phrase indicates who or what the noise is directed at.

A small dog barked at a seagull he was chasing. Somewhere in the streets beyond a dog suddenly howled, baying at the moon.

bark bay growl howl screech snarl

II.2 The `shout' group

These verbs are concerned with shouting at someone, making noises at someone, or speaking in an unpleasant way to someone. The prepositional phrase indicates who is being addressed.

They're frightened of being laughed at in the street. Charley won't like it. He'll go on at me for telling. He used to shout at people and sometimes even hit his assistants. I'm sorry, love, I didn't mean to snap at you like that.
II.3 The `wink' group

These verbs are concerned with communicating with a facial expression or a gesture. The prepositional phrase indicates who the person is communicating with.

She looked back at Michael. `You don't think I'll do it, do you?' Michael just **grinned** at **her**, maddeningly.
I saw my parents **waving** at **me** through the window. Cross **winked** at **Menti** and Menti smiled.

II.4 The `look' group

These verbs are concerned with looking at something or someone. Most of them indicate the manner of the looking or the attitude or emotion of the person looking.

Betty **glared** at her in disgust.  
`**Look at this,**' one of the guests said. `The dial on this intercom's turned all the way down.'
Then he burst into sobs and covered his face with his hands. Alberg **stared** at him.

II.5 The `grumble' group

These verbs are concerned with speaking, usually to express an opinion. The prepositional phrase indicates what is being talked about. We include here **hint**, which indicates that someone mentions something indirectly.

*The council also** hit out** at incompetence among the officials in charge of distribution.*

Councillor Mani **scoffed** at government claims that sufficient funds are una programmes for the aged. In the case of grumble, hint, and protest, the
preposition *at* is sometimes followed by an `*-ing' clause.

*We cooked them so well they were burnt and we couldn't eat them and we threw them out to the hens and our mothers** grumbled at wasting good food.***

In the case of *protest*, the preposition *at* is occasionally followed by a noun group and an `*-ing' clause. This pattern is **V at n -ing**.

*It is understandable that many women** have protested at money being spent on sex offenders.***

<table>
<thead>
<tr>
<th>carp</th>
<th>cavil</th>
<th>cluck</th>
<th>coo</th>
<th>exclaim</th>
<th>fume</th>
<th>grumble</th>
<th>hint</th>
<th>laugh</th>
<th>protest</th>
<th>rage</th>
<th>rail</th>
<th>rant</th>
<th>scoff</th>
<th>sneer</th>
<th>snipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>hammer away</td>
<td>hit out</td>
<td>lash out</td>
<td>strike out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**II.6 The `rejoice' group**

These verbs are concerned with having a particular feeling in reaction to something, or expressing this feeling.

*He **chuckled at my expression of dismay.** Science fiction fans in Britain** have been rejoicing at the return of `Thunderbirds' to their TVs.*

*What would Sarah do to her then? She **shuddered at the thought** and hurriedly put the problem away in the back of her mind.***

With many of these verbs, especially *bridge, bristle, chafe, and rejoice*, the preposition *at* is sometimes followed by an `*-ing' clause.

*Elsewhere parents** chafe at paying school fees and would rather see their children start earning as soon as possible.***

| blanch | boggle | bridle | bristle | cackle | chafe | chuckle | cringe | despair | drool | exult | fume | grieve | grimace | guffaw | laugh | marvel | quail | rage | recoil | rejoice | salivate | see | the | shudder | smart | smirk | snicker | (not) | sniff | (usu passive) | snigger | thrill | wince | wonder |
|--------|--------|--------|---------|--------|------|--------|-------|--------|-------|------|------|-------|--------|--------|-------|-------|--------|-------|------|--------|--------|-------|--------|---------|-------|--------|--------|--------|--------|--------|--------|

**II.7 The `balk' and `jump' group**

These verbs are concerned with being willing or unwilling to do something.

*To our surprise we were told that as they were about to change the display we could buy it for *53500. Naturally, we** jumped at the
chance.

In the case of *balk* and *jib*, the preposition *at* is sometimes followed by an `-'ing' clause.

*The prospect of higher taxes will make employers* **balk at hiring workers** *and consumers will be reluctant to spend.***

| balk jib jump leap |

II.8 The `prod' and `pull' group

These verbs are concerned with touching something. This includes:

- hitting something or trying to hit it
- grasping something or trying to grasp it
- pulling something

*Graham clawed at the chain* as it dug into his neck but he could make no impression on Lemmer's stranglehold.

*I knocked at the front door.*

*Her announcement was intended to make a forceful impact but she was totally unprepared when Ricky immediately lashed out at her with his fists.*

*Cathy was prodding at a boiled egg,* staring into space.

*`Maria?' he said again and pulled at her wrist.*

| beat claw clutch dab grab grasp hack hammer jab knock lap paw pluck poke prod pull slash snatch stab swing swipe tap tear thrash tug yank |

II.9 The `chew' group

These verbs are concerned with biting or consuming something. We include here *puff*, which is concerned with smoking.

*He chewed at the end of his pencil,* thinking out the next problem.

*It was winter and the sparrows were pecking at whatever they could find under the trees.*

*The men puffed at their cigars.*

*He sipped at his coffee* and spread butter and marmalade on a roll.

| chew gnaw nibble nip peck pick puff sip snap suck |
II.10 The ‘eat away’ group

These verbs are concerned with gradually reducing or weakening something.

- They just **have to chip away at some of the prosecution's evidence**.
- Enzymes begin to **eat away at the cells**.

**chip away eat away nibble away whittle away**

II.11 The ‘shoot' group

These verbs are concerned with attacking someone in some way. This includes:

- sending something towards someone e.g. **shoot, spit**
- moving towards someone e.g. **rush**

We also include here **strike**, which indicates that something is attacked in a non-phy

- **Official sources said a police patrol was fired at** by some people from inside a place of worship.
- **Now Chuck, armed with a wrench, jumped down from the truck, and rushed at Hans**.
- The soldiers **were shooting at anything that moved** now.
- Such a policy **strikes at the very heart of the aircraft industry**.

**aim come fire fly gob rush shoot snipe spit strike**

II.12 The ‘hit back' group

These verbs are concerned with retaliating. The prepositional phrase indicates who the retaliation is against.

- **Okay, I guess I wanted to get back at Junior for what he did to you, too.**

**get back hit back strike back**

II.13 The ‘work' group

These verbs are concerned with working. The prepositional phrase indicates
what the work is concerned with.

Not surprisingly in a large organisation, some scientists beaver away at what are, as far as the company is concerned, even quirkier projects.

In the case of work, the preposition at is sometimes followed by an ´-ing´ clause.

There is no magic cure. It's up to you. You just have to work at breaking the habit.

| toil work |
| beaver away toil away work away |

II.14 The ´sell´ group

These verbs are used when indicating the price that is paid for something.

Tickets were selling at twice their face value.

| retail sell |

II.15 Verbs with other meanings

There are a number of other verbs which have this structure.

If and when they decide to reconsider the situation they will obtain your views before arriving at any decision as to cessation of operations. So we looked in the back of Melody Maker and the advert for Von's studio was the one that jumped out at us.

In the case of aim, connive, and excel, the preposition at is sometimes followed by an ´-ing´ clause.

The Government must aim at getting Britain back to work. Hayloft Woodwork make anything their customers want and excel at finding solutions to difficult problems.

In the case of guess, the preposition at is sometimes followed by a wh-clause.

From a distance, Mark had no way of guessing at what they were
saying.

<table>
<thead>
<tr>
<th>aim arrive connive excel guess nag niggle point rush sniff</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump out leap out</td>
</tr>
</tbody>
</table>

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern **be V-ed at**. However, not all verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.

<table>
<thead>
<tr>
<th>fire guess hint laugh look marvel scoff shoot sneer sniff stare swear wonder work</th>
</tr>
</thead>
</table>

*Sniff* occurs in the passive in the expression *not to be sniffed at*, and *wonder* in the expression *not to be wondered at*.

*The rewards for those who reach the chief executive’s office are not to be sniffed at.*

c) Phrasal verb patterns are the same except that there is a particle, P, which comes after the verb. The passive pattern, **be V-ed P at**, does not often occur.

Other structures

With three verbs, the prepositional phrase is an Adjunct. Only one noun, or a very restricted range of nouns, can occur in the prepositional phrase.

*He was wearing a grey cotton jacket and a shirt which **was fraying at the collar**.*

*Marie would cook a meal for them and Jean **would wait at table**.*

<table>
<thead>
<tr>
<th>fray (at the edges/collar/cuffs) froth (at the mouth) wait (at table)</th>
</tr>
</thead>
</table>

Other related patterns

V at n prep/adv

The verb is followed by a prepositional phrase beginning with *at*, which is followed by another prepositional phrase or an adverb indicating manner. Two senses of the verb *look* have this pattern.

*Miss Leon was driving very slowly. McKee **looked at her***
impatiently.
Look at it from their point of view.

look

V at n to-inf

The verb is followed by a prepositional phrase beginning with at, which is followed by a to-infinitive clause. The phrasal verb pattern is V P at n to-inf.

Verbs with this pattern are concerned with loudly, angrily, or forcefully telling someone to do something. The prepositional phrase indicates the hearer.

They were firing. I screamed at them to stop.
I shouted at her to run.

bark bawl bellow hiss holler scream screech shout snap yell go on keep on

V at n with quote

14 V between pl-n

The verb is followed by a prepositional phrase which consists of the preposition between and a plural noun group.

This pattern has one structure:

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Number</th>
<th>Meaning Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The `arbitrate' group</td>
</tr>
<tr>
<td>2</td>
<td>The `differentiate' group</td>
</tr>
<tr>
<td>3</td>
<td>The `alternate' group</td>
</tr>
</tbody>
</table>
1 The `arbitrate' group

These verbs are concerned with sorting out or helping the relationship between two people or groups.

*Any community contains conflicting interests within it and it is the politician's job to *arbitrate* between them.*

*I've been instructed to *liaise* between my chief and the Branch and to assist where I can.*

| adjudicate | arbitrate | liaise | mediate |

2 The `differentiate' group

These verbs are concerned with recognizing the difference between two or more things.

*It's difficult to *differentiate* between chemical weapons and chemicals for peaceful industrial use.*

| differentiate | discriminate | distinguish |

3 The `alternate' group

These verbs are concerned with doing, being, or using two things alternately.

*The weather *alternated* between warm sunshine and chilling showers that left the moorland climbs streaming with water.*

*His canvassing had found many Conservative voters *wavering* between defection and abstention.*

| alternate | flit | oscillate | vacillate | waver |

4 The `range' group

These verbs indicate that something has a range of values. The noun group following the preposition is always two co-ordinated amounts, indicating a minimum and a maximum value. This pattern is *V between pl-amount.*

*Prices *range* between $30 and $50.*

*Estimates of its population *varied* between 300 and 500.*

| hover | oscillate | range | vary |
5 Verbs with other meanings

There are two other verbs which have this pattern.

A senior official of the World Wildlife Fund said that world leaders do not have to choose between economic growth and protecting the environment.

Now based in London, she and her French husband commute between London and Paris while their son is at Westminster public school.

Choose commute

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

15 V by amount

The verb is followed by a prepositional phrase which consists of the preposition by and a noun group indicating an amount.

This pattern has one structure:

- Verb with Adjunct
  
  *Their incomes have dropped by 30 per cent.*

V by amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>by</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall number of</td>
<td>decreased</td>
<td>by</td>
<td>1000</td>
</tr>
<tr>
<td>jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Reds</td>
<td>were leading</td>
<td>by</td>
<td>two runs.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P by amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>by</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm production</td>
<td>went</td>
<td>down</td>
<td>by</td>
<td>4.2 per cent.</td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The <code>increase' and </code>decrease' group</th>
<th>2 The <code>win' and </code>lose' group</th>
<th>3 The `overrun' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The price of petrol at Shell garages is coming down by more than four pence a gallon.</td>
<td>The number of women killing men has decreased by 25 per cent in the last few years.</td>
<td>They expect the number of people emigrating this year to increase by nearly 50 per cent.</td>
</tr>
<tr>
<td>The price of petrol at Shell garages is coming down by more than four pence a gallon.</td>
<td>The number of women killing men has decreased by 25 per cent in the last few years.</td>
<td>They expect the number of people emigrating this year to increase by nearly 50 per cent.</td>
</tr>
<tr>
<td>Sales went up by 0.1 per cent last month as consumers began to shop early for Christmas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 The `win' and `lose' group

These verbs are concerned with winning and losing. The prepositional phrase indicates the difference between the score of the winner or loser and their competitor, or the nearest competitor.

The government lost by one vote.

In the event, Cambridge won by fifteen points.

3 The `overrun' group

These verbs indicate that an amount that was set is exceeded. The prepositional phrase indicates how much extra time or money is involved.

The meeting, which overran by more than an hour, was dominated by the crisis besetting the European exchange rate mechanism.
An accounting mix-up has allowed programme makers to **overspend by about *5350 million** so far this year.

Structure information

a) The prepositional phrase is an Adjunct.

b) This pattern has no passive.

c) The phrasal verb pattern is the same, except that there is a particle, P, which comes after the verb.

Other related patterns

V **by** amount prep

The verb is followed by a prepositional phrase which consists of *by* and a noun group indicating an amount. This is followed by another prepositional phrase.

*They voted by 80 per cent in favour of privatisation.*

vote

V **by** amount to-inf

The verb is followed by a prepositional phrase which consists of *by* and a noun group indicating an amount. This is followed by a to-infinitive clause.

*The national committee has voted by seventeen to five to wind up the party.*

vote

16 V **by** -ing

The verb is followed by a prepositional phrase which consists of the preposition *by* and an `-ing' clause.

This pattern has one structure:

*Verb with Adjunct

They **responded by ordering him to go home.**
V by -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>by</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>began</td>
<td>by</td>
<td>telling me what the exhibition was about.</td>
</tr>
<tr>
<td>The fans</td>
<td>retaliated</td>
<td>by</td>
<td>pelting them with plastic chairs.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P by -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>by</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>started out</td>
<td>by</td>
<td>defying a long-established authority.</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `start' and `finish' group
2 The `reciprocate' group
3 Verbs with other meanings

1 The `start' and `finish' group

These verbs are concerned with starting or finishing. The prepositional phrase indicates what someone does at the beginning or end of a task, session, or period of time.

*The Chairman finished by thanking us and reminding us that the decision of his committee on the listing of a company was final.*

*Start by listing randomly all the ideas you want to include.*

*She started off by breeding budgerigars and cockatiels, and then gradually progressed to the larger parrots and parrot-like birds.*

2 The `reciprocate' group

These verbs are concerned with responding to something that has been done, or compensating for it. The prepositional phrase indicates what someone does in response or as compensation.
This is a productive use: many other verbs which involve a response to an action or situation sometimes have this pattern. The verbs listed here are the ones which are most frequently used in this way.

In hot, dry and windy weather, water evaporates from the leaves of plants which in turn compensate by taking more up through their roots.
On Thursday he will reciprocate by entertaining the Queen to a fabulous banquet at the hotel.

<table>
<thead>
<tr>
<th>atone</th>
<th>compensate</th>
<th>counter</th>
<th>react</th>
<th>reply</th>
<th>respond</th>
<th>retaliate</th>
</tr>
</thead>
</table>

3 Verbs with other meanings

There are two verbs which have the pattern V by -ing/n. The verb live is followed by by and an `-ing' clause or noun group which indicates a means by which someone gets the money or food that they need to live. The verb profit is followed by by and an `-ing' clause or noun group which indicates the source of profit or benefit for someone.

Many people were forced to live by their wits or to tramp about the country looking for work.
Their aim is to profit by buying replacement shares later at a lower price.

<table>
<thead>
<tr>
<th>live</th>
<th>profit</th>
</tr>
</thead>
</table>

Structure information

a) The prepositional phrase is an Adjunct.
b) This structure has no passive.
c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Other related patterns

V by n

See `Verbs with other meanings' above.
17 V for n

The verb is followed by a prepositional phrase which consists of for and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing’ clause. The passive pattern is be V-ed for.

This pattern has two structures:

- Structure I: Verb with prepositional Complement
  
  She could pass for a much younger woman.

- Structure II: Verb with prepositional Object
  
  He longed for death.

Structure I: Verb with prepositional Complement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Complement</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>could</td>
<td>for</td>
<td>a man.</td>
</tr>
<tr>
<td>A shelf</td>
<td>served</td>
<td>for</td>
<td>a desk.</td>
</tr>
</tbody>
</table>

Verbs with this structure are concerned with seeming to be something or functioning something. These verbs are link verbs (see Chapter 5).

Is this what passes for wit among college students these days?
We were close to a small deserted chateau which it was thought would serve for a temporary prison.

In the case of pass, the preposition for is sometimes followed by an adjective or by a number indicating an age. These patterns are V for adj and V for num.

The six-hour long drama focuses in the main on her own personal story - the trials and tribulations of a mixed-race woman who could pass for White.
Before I was 50 I looked absurdly young, could pass for 25.

Structure information: Verb with prepositional Complement

a) The prepositional phrase is the prepositional Complement.
b) This structure has no passive.

**Structure II: Verb with prepositional Object**

**Active voice:** $V$ *for* *n/-ing*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>apologized</td>
<td>for</td>
<td>wasting his time.</td>
</tr>
<tr>
<td>I</td>
<td>longed</td>
<td>for</td>
<td>a sister.</td>
</tr>
<tr>
<td>The new president</td>
<td>opted</td>
<td>for</td>
<td>the toughest plan.</td>
</tr>
<tr>
<td>She</td>
<td>works</td>
<td>for</td>
<td>the Medical Research Council.</td>
</tr>
</tbody>
</table>

**Passive voice:** *be* $V$-ed *for*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>for</th>
<th>Preposition</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Alzheimer's victims</td>
<td>are cared</td>
<td>for</td>
<td></td>
<td>by their spouses.</td>
</tr>
<tr>
<td>The tests</td>
<td>are paid</td>
<td>for</td>
<td></td>
<td>by the National Health Service.</td>
</tr>
</tbody>
</table>

**Phrasal verbs:** $V$ *P* *for* *n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>for</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look out</td>
<td></td>
<td></td>
<td>for</td>
<td>original Fifties party dresses.</td>
</tr>
<tr>
<td>His deputy</td>
<td>had to stand</td>
<td>in</td>
<td>for</td>
<td>him.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `ask' group
II.2 The `compete' group
II.3 The `work' group
II.4 The `deputize' group
II.5 The `volunteer' group
II.6 The `argue' group
II.7 The `opt' group
II.8 The `yearn' group
II.9 The `care' group
II.10 The `compensate' group
II.11 The `search' group
II.12 The `prepare' group
II.13 The `pay' group
II.14 The `plan' group
II.15 The `stop' group
II.16 The `wait' group
II.17 The `head' group
II.18 The `last' group
II.19 The `sell' group
II.20 Verbs with other meanings

II.1 The `ask' group

These verbs are concerned with trying to get something. This includes:

- asking for something
- trying to get a job or position e.g. audition, stand
- taking action in order to obtain something

We also include here the verb gasp, as in gasping for breath.

`No payment was offered and none was asked for,' he says. You know what to do. And don't let up till they're begging for mercy. Then he paid tribute to all those who'd campaigned for his release. During the war the first floor was occupied by the Ministry of Food and it was there that we all had to queue up for our ration books. So fill in the coupon and send off for your stencils now. Michel Rocard first stood for the presidency in 1969. The episode also holds important lessons for investment bankers touting for business in emerging markets.
II.2 The `compete' group

These verbs are concerned with competing for something: that is, two people or groups of people are trying to get the same thing. These are reciprocal verbs (see Chapter 6) and have a plural Subject with this pattern.

This means that schools and universities have to compete for pupils. You seem to be the centre of attraction this week, with suitors vying for your attention.

II.3 The `work' group

These verbs are concerned with doing something for someone. This includes:

- working for someone
- doing something on someone's behalf e.g. act, speak

We also include here sign, which indicates that someone agrees to work for someone.

This is a productive use: any verb which involves doing something for someone can be used with this pattern. For example, you can cook for someone or sing for someone. The verbs listed here are the ones which are most frequently used in this way.

The lawyer who acted for some of the detainees is Mr Peter Cathcart.
I'm canvassing for the Conservative Party.
I'm always having to cover up for her and lie to my father.
Billy Davies, the mid-field player who joined Leicester City from St Mirren in the summer, is to sign for the Scottish Premier Division side Dunfermline.
In 1907, the year after Picasso's famous Cubist portrait of Gertrude Stein, Felix Vallotton approached her to ask if she would sit for him.
He works for a local heavy engineering firm.
In the case of *fend*, the noun group following the preposition is always a reflexive pronoun. This pattern is V for pron-refl.

More and more young children were left to **fend for themselves** after school.

<table>
<thead>
<tr>
<th>act babysit caddie canvass char clerk collect cover fend fight guest model play sign sit slave speak spy stump work write</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cover up</strong></td>
</tr>
</tbody>
</table>

II.4 The `deputize' group

These verbs are concerned with replacing someone who is absent and performing their duties.

Suppose your boss is going to be away from the office and you **have to deputise for her**. Then someone rang and asked if I **would stand in for Frank Bough** and do the Sunday cricket on BBC2.

<table>
<thead>
<tr>
<th>cover deputize substitute</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fill in stand in</strong></td>
</tr>
</tbody>
</table>

II.5 The `volunteer' group

These verbs are concerned with offering or arranging to do something, or going somewhere to do something. The prepositional phrase indicates the activity or work involved.

He **hasn't shown up for work**. He hasn't been at his apartment. No one has heard

She later **signed up for an arts/law course** at Queensland University of Technology. On his return to England in 1950, he **volunteered for service with the Parachute Regiment** and joined the 2nd Battalion as a company commander.

<table>
<thead>
<tr>
<th>enrol report volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>report back show up sign on sign up turn out</strong></td>
</tr>
</tbody>
</table>

II.6 The `argue' group
These verbs are concerned with supporting or defending someone or something.

Most ministers **argued for a strengthening of ties between the two institutions.**
The president of Chile said he **would intercede for me** with Castro. Sometimes this means learning to **stand up for yourself and your own needs** by saying no to family and friends after a lifetime of saying yes.

In the case of *argue* and *vote*, the preposition *for* is sometimes followed by an `-ing' clause.

**The poll showed 42 per cent **would vote for ratifying the treaty,** with 32 per cent against.**

| argue declare demonstrate intercede pray root testify vote |
|----------------|----------------|----------------|
| speak up stand up stick up |

II.7 The `opt' group

These verbs are concerned with choosing.

**The other big question is whether to go for a fixed rate mortgage.**
None of the children **has opted for farming** as a career.

The preposition *for* is sometimes followed by an `-ing' clause.

**I wanted to be a dancer but my father said I couldn't possibly do that, so instead I settled for getting married and having children.**

| go opt plump settle |

II.8 The `yearn' group

These verbs are concerned with wanting something.

**I'm dying for a breath of fresh air.** I've been two whole days indoors.
It's probably the best that **can be hoped for** in the circumstances.
People **weren't** exactly **queuing up for the job** when Andy Roxburgh was appointed in 1986.
**I yearned for something new.**
II.9 The `care' group

These verbs are concerned with feeling an emotion. The prepositional phrase indicates who or what the emotion relates to.

He did not care for the place.  
He fled on Friday, saying he feared for his life.  
But, I'll tell you this much, Doug: I feel for people who don't know Christ, because they don't know what they're missing.  
Meanwhile, several houses away, widows and bereaved mothers mourned for loved ones who would never come home.

II.10 The `compensate' group

These verbs are concerned with compensating for or balancing an action or situation in some way. We include here claim, which indicates that someone asks for compensation.

You won't be able to claim for damage to your car if you have third-party cover only.  
The government has always said that it will raise salaries to try to compensate for the price increases.

With all these verbs except retaliate, the preposition for is sometimes followed by an `-ing' clause.

I apologized for disturbing him and held out the cassette. `I thought you ought to have this.'

II.11 The `search' group

These verbs are concerned with looking for something or being alert for something.
They continued to argue that with advances in technology it might be possible to **drill for oil** without causing environmental damage. She leaned and **groped for the lamp switch beside the bed.** Always **look for other ways of managing difficult situations**. Meanwhile, the band **are searching for an appropriate venue for a special festive show.**

**Watch out for pests and disease.**

---

**check** dig divine dowse drill explore feel forage fumble grope hunt listen look pan probe prospect be questing rummage scan scavenge scout scramble screen search shop trawl watch

**cast around/about ferret around/about listen out look out rummage about rummage around/round scout around/round scramble around/about shop around watch out**

If a verb in the list above also has the pattern **V prep** or **V prep/adv**, these patterns can be combined, with the prepositional phrase beginning with **for** coming either after or before the other prepositional phrase or the adverb.

**I rummage in my suitcase for a tie.**

**I've been looking for you everywhere.**

---

**II.12 The `prepare' group**

These verbs are concerned with preparing for something, for example an exam or a sports event.

**Right now, the Army is gearing up for a recruitment drive in Bay Area high schools from January through April.**

**The crew of the space shuttle Atlantis is preparing for the ride back to Earth tomorrow.**

**Sally from Gloucester wants to say hullo to everybody who's revising for their geography exam in Swansea on Friday.**

**McCullough, aged 22, who gave up his job to train for the Olympics, will fight Joel Casamayor.**

**cram prepare read rehearse revise study swot train**

**gear up**

---

**II.13 The `pay' group**

These verbs are concerned with paying for something. We include here **save** and **save up**, which are concerned with accumulating money to pay for something.
They want us to **pay for services we don't use.**  
It took me 15 years to **save up for my bike** and now I am a happy man.  
And to make matters worse, new car safety laws could mean drivers **having to shell out for complete new windscreens.**

<table>
<thead>
<tr>
<th>overpay</th>
<th>pay</th>
<th>save</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough up</td>
<td>fork out</td>
<td>pony up</td>
</tr>
<tr>
<td>save up</td>
<td>shell out</td>
<td></td>
</tr>
</tbody>
</table>

II.14 The `plan' group

These verbs are concerned with making plans or taking things into account. The prepositional phrase indicates a factor in a plan or analysis, or something that occurs or is provided as the result of a plan.

*The study shows that, after meteorological factors **are allowed for,** the distribution of certain sicknesses among trees `was uniquely attributable to pollution'.
*He **hadn't bargaining for the intervention of the stock exchange.**
*They **are planning for growth rather than decline.**

<table>
<thead>
<tr>
<th>allow</th>
<th>arrange</th>
<th>bargain</th>
<th>budget</th>
<th>cater</th>
<th>legislate</th>
<th>plan</th>
<th>provide</th>
</tr>
</thead>
</table>

II.15 The `stop' group

These verbs are concerned with stopping doing something for a period of time. The prepositional phrase indicates what takes place in the meantime or how long the break is.

*The United States Senate **has adjourned for the year** after passing three major bills in its final hours.

It will be published later this month before MPs **break up for the summer recess**

*Let's **stop for lunch** now.*

<table>
<thead>
<tr>
<th>adjourn</th>
<th>break</th>
<th>pause</th>
<th>recess</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>break up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.16 The `wait' group
These verbs are concerned with waiting for someone or something.

*If he's there, bring him in. And if he's not there yet, then stick around and **wait for him**.*
*She washes his clothes and, when he's late, she **waits up for him** in the kitchen.*

<table>
<thead>
<tr>
<th>wait</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand by</td>
</tr>
</tbody>
</table>

II.17 The `head' group

These verbs are concerned with moving, travelling, or leaving. The prepositional phrase indicates the person's destination.

*He spun around and **headed for the door**.*
*My wife and I **are leaving for Mexico** next month.*

| depart | head | leave | make | run | scramble |

II.18 The `last' group

These verbs are used when indicating the duration or size of something. The noun group following the preposition *for* is always an *amount*. This pattern is **V for amount**.

This is a productive use: any verb indicating a continuing activity can be used with this pattern. For example, you can **talk for half an hour** or **drive for days**.

*The French coastline **extends for some 5500 km** and constitutes a highly coveted and pressurized environment.*
*This effect **can last for several days** after the treatment session.*

| endure | extend | last | run | stretch |

II.19 The `sell' group

These verbs are used when indicating the price that is paid for something. The noun group following the preposition *for* is always an *amount*. This pattern is **V for amount**.
Fresh-picked morel mushrooms can go for up to 25 dollars a pound. His paintings sell for between $535000 and $5312000.

II.20 Verbs with other meanings

There are a number of other verbs which have this structure.

That dream came true when the house came up for sale and the couple realised they could just about afford it. For some weeks the baby was cared for in the Convent of St Sulpice. Thus equipped, I again entered for the annual English Festival of Spoken Poetry competition. Come on, Frank, let's go for a walk.

In the case of speak, the noun group following the preposition is always a reflexive pronoun. This pattern is V for pron-refl.

His record speaks for itself. He is a tremendous manager and I have found him to be a charming man.

In the case of count, the noun group following the preposition is always an amount. This pattern is V for amount.

What about us? Do our feelings count for nothing?

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed for. However, not all verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.

c) Phrasal verb patterns are the same except that there is a particle, P, which
comes after the verb. The passive pattern is be V-ed P for, but it does not often occur.

Other related patterns

V for adj
See Structure I above.

V for num
See Structure I above.

V for n prep/adv
See meaning group II.11 above.

V for n to-inf
The verb is followed by a prepositional phrase beginning with for, and a to-infinitive clause. The phrasal verb pattern is V P for n to-inf.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `ask' group</th>
<th>2 The `long' group</th>
<th>3 The `wait' group</th>
</tr>
</thead>
</table>

1 The `ask' group

These verbs are concerned with asking for something to be done or to happen. We include here motion and gesture, which indicate that someone communicates a request by using a gesture.

*She got up from her desk and motioned for Wade to follow her.*
*They are pressing for the government to implement the electoral promises of job creation and land reform as a first priority.*

In the case of ask and campaign, the to-infinitive is usually passive.

*The Minister responsible for Indian Affairs in Quebec has now asked for the plans to be delayed until the matter is settled.*

agitate appeal ask call campaign gesture holler motion petition plead pray press push shout

2 The `long' group
2 The `long' group

These verbs are concerned with wanting something to happen or be done.

*All the women* will be dying for you to make a mistake.*

*He longed for the winter to be over.*

be dying long pray yearn

3 The `wait' group

These verbs are concerned with waiting for something to happen.

*I don't want to sit around waiting for the phone to ring.*

wait wait around

4 The `arrange' group

These verbs are concerned with making arrangements so that something happens or is done.

`What about our baggage?' `Don't worry. I'll arrange for it to be sent direct to the property when it is unloaded.'

arrange fix

V for n with n
See Chapter 6.

V with n for n
See Chapter 6.

V prep/adv for n
See meaning group II.11 above.

18 V from n
The verb is followed by a prepositional phrase which consists of from and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause. In Structure I, the preposition is followed by an `-ing' form.

This pattern has three structures:

- Structure I: Verbs in phase
He refrained from making any comment.

- Structure II: Verb with prepositional Object
  We will all benefit from this change.
- Structure III: Verb with Adjunct
  The train emerged from the tunnel.

Structure I: Verbs in phase

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>from</th>
<th>-ing</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finney</td>
<td>does not flinch</td>
<td>from</td>
<td>portraying</td>
<td>the cruelty of this period.</td>
</tr>
<tr>
<td>He</td>
<td>has not shrunk</td>
<td>from</td>
<td>facing</td>
<td>the challenges.</td>
</tr>
</tbody>
</table>

These verbs are concerned with not doing something.

The incident occurred in the late Seventies, so I shall refrain from naming the school involved.

Sometimes we shrink from making decisions, not out of fear but from sheer confusion.

So far police and riot troops have shied away from using physical force to break the strikers.

abstain desist flinch forbear keep recoil refrain retire retreat shirk shrink withdraw
shy away

When the preposition is followed by a noun group, these verbs have Structure II (see meaning group II.8.).

Structure information: Verbs in phase

a) The verb is followed by the preposition from and the `-ing' form of another verb. The verbs are in phase, and together form a complex verb group. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you refrain from saying something, the refraining and the not saying are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure table above, this is called a Completive. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun.
b) This structure has no passive.

c) There is only one phrasal verb with this structure, *shy away*. The pattern is \( V \ P \text{ from}-\text{ing} \).

### Structure II: Verb with prepositional Object

\( V \text{ from } n/-\text{ing} \)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>\textit{from}</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>could borrow</td>
<td>from</td>
<td>her family.</td>
</tr>
<tr>
<td>Fitness</td>
<td>comes</td>
<td>from</td>
<td>working against gravity.</td>
</tr>
<tr>
<td>Much of the instability</td>
<td>stems</td>
<td>from</td>
<td>the economic effects of the war.</td>
</tr>
</tbody>
</table>

**Phrasal verbs: \( V \ P \text{ from } n \)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>\textit{from}</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>shied</td>
<td>away</td>
<td>from</td>
<td>violence.</td>
</tr>
<tr>
<td>They</td>
<td>stand</td>
<td>out</td>
<td>from</td>
<td>the crowd.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `result' group</th>
<th>II.4 The `drink' group</th>
<th>II.7 The `differ' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.2 The `derive' group</td>
<td>II.5 The `benefit' group</td>
<td>II.8 The <code>abstain' and </code>withdraw' group</td>
</tr>
<tr>
<td>II.3 The `borrow' group</td>
<td>II.6 The <code>suffer' and </code>recover' group</td>
<td>II.9 The `backtrack' group</td>
</tr>
</tbody>
</table>

**II.1 The `result' group**

These verbs are concerned with resulting. The prepositional phrase indicates
the cause of the thing or situation indicated by the Subject.

*Alzheimer's is a complex disease and is probably unlikely to result from a defect in a single human gene.*

I made that journey with increasing hate in my heart. The hatred sprang from fear; the preposition *from* is sometimes followed by an `'-ing' clause.

*The major difficulty in putting your skills to work elsewhere is the inertia which stems from being bored all day.*

In the case of arise, come, and result, the preposition *from* is sometimes followed by a noun group and an `'-ing' clause. This pattern is *V from n-ing*.

*All cultural innovation comes from cultures mixing.*

Conflict *results from A trying to grab something belonging to B.*

| arise come develop flow follow result spring stem |

II.2 The `derive' group

These verbs are used to state the place of origin of a person or thing, or the source of something.

*She comes from Wiltshire and lives in London.*

*The term `cannibalism' derives from the Spanish `canibal', meaning `savage'.*

| come derive hail |

II.3 The `borrow' group

These verbs are concerned with getting something from a source. The thing that is obtained is not explicitly mentioned. We include here the verbs extrapolate and generalize, which indicate that someone derives a conclusion from a fact or set of facts.

*That's why it's so expensive to borrow from finance companies.*

*Don't generalize from one example. It's bad science.*

*While he is happy to import from abroad, he regrets that European fruit growers show more enthusiasm for their heritage than their counterparts here.*

*In his very last lecture, he quoted from a famous medieval lament,*
where the poet expresses his shock and pain on the death of his prince.

II.4 The `drink' group

These verbs are concerned with eating and drinking. The prepositional phrase indicates the container the food or drink is in.

*The mechanic* drank from the bottle *with enthusiasm.*

II.5 The `benefit' group

These verbs are concerned with getting a benefit of some kind. The prepositional phrase indicates what produces the benefit.

*Many areas of the world would actually gain from global warming.*
*We should learn from their experience and change to the type of system they have.*

The preposition from is often followed by an `-ing' clause. I'm sure our players would benefit from having fewer matches.

II.6 The `suffer' and `recover' group

These verbs are concerned with having or recovering from something such as an illness, shock, or disappointment.

*He is still recuperating from his recent operation and undertaking only essential duties.*
*He's been suffering from a niggling shoulder injury.*

In the case of recover, reel, smart, and bounce back, the preposition from is sometimes followed by an `-ing' clause.

*Leeds never recovered from losing to Rangers.*
II.7 The `differ' group

These verbs are concerned with being or becoming different. In most cases, the Subject and the noun group following the preposition refer to different things. In the case of evolve, the Subject and the noun group following the preposition refer to the same thing at different stages of its development. The verbs differ, diverge, and grow apart are reciprocal verbs (see Chapter 6).

The culture of the south differs from that of the north in many ways. Mammals evolved from reptiles called cynodonts about 220 million years ago. They're now getting rich quick and growing away from the audience they once purported to represent. Make your advertisement stand out from all the others by having it printed in bold type or put in a box.

<table>
<thead>
<tr>
<th>differ</th>
<th>diverge</th>
<th>evolve</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow apart</td>
<td>grow away</td>
<td>stand out</td>
</tr>
<tr>
<td>stick out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.8 The `abstain' and `withdraw' group

These verbs are concerned with not doing something. This includes:

- not wanting to do something e.g. flinch, shrink
- stopping doing something or being involved in something e.g. desist, withdraw

They abstained from meat because they believed that killing life injured the spirit within. But he stressed he had no intention of retiring from politics yet. He never shrank from a fight, and he actively sought new challenges. A woman with her own income is no longer dependent. She can walk away from an impossible situation. This hurtful allegation led him to withdraw from public life.

<table>
<thead>
<tr>
<th>abstain</th>
<th>desist</th>
<th>flinch</th>
<th>forbear</th>
<th>recoil</th>
<th>refrain</th>
<th>retire</th>
<th>retreat</th>
<th>shirk</th>
<th>shrink</th>
<th>withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>shy away</td>
<td>stand aside</td>
<td>walk away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See also Structure I above.

II.9 The `backtrack' group
These verbs are concerned with changing your plans, your position on something, or your way of doing something. We include here *digress*, which indicates that someone stops saying what they had planned to say and talks about something else.

*The committee has backed away from a plan to put a legal limit on credit card rates.*
*Lufthansa's decision to backtrack from the imposition of a new pay structure* means that its staff will continue to enjoy among the highest salaries paid in the airline business.
*Mr Gorbachev said that the party would not deviate from the course outlined in his radical programme document.*
*She digressed from her prepared speech to praise President Havel of Czechoslovakia.*
*We want to get away from the politics of outdated dogmatism and class confrontation.*

<table>
<thead>
<tr>
<th>back-pedal</th>
<th>backtrack</th>
<th>depart</th>
<th>deviate</th>
<th>digress</th>
<th>waver</th>
</tr>
</thead>
<tbody>
<tr>
<td>back away</td>
<td>back off</td>
<td>get away</td>
<td>pull back</td>
<td>turn away</td>
<td></td>
</tr>
</tbody>
</table>

II.10 The `detract' group

These verbs indicate that something makes something else seem less good or impressive.

*It is important that written communications are well presented, as bad presentation can detract from your message.*
*The theory of Galileo and Newton has now been largely replaced by relativity and quantum theory, but this does not take away from their achievement.*

<table>
<thead>
<tr>
<th>detract</th>
<th>take away</th>
</tr>
</thead>
</table>

II.11 Verbs with other meanings

There are a number of other verbs which have this structure.

*You will also be able to choose from a range of topics such as Business Language, Language in the Media, and Grammar.*
*You haven't heard from Mona, have you?*
*It was necessary to step back from the project and look at it as a*
whole.
Later today the British Prime Minister, Mr Major, begins his first visit to Washington since he took over from Mrs Thatcher.

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive with the pattern be V-ed from, but it does not often occur. The only verb that is frequently used in the passive is hear 5. They have not been heard from since.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Structure III: Verb with Adjunct

V from n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>from</th>
<th>noun group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>escaped</td>
<td>from</td>
<td>prison</td>
<td>on Saturday.</td>
</tr>
<tr>
<td>Gales of laughter</td>
<td>issued</td>
<td>from</td>
<td>the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs: V P from n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>from</th>
<th>noun group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spray</td>
<td>rose</td>
<td>up</td>
<td>from</td>
<td>the surface of the water.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>’s run</td>
<td>away</td>
<td>from</td>
<td>home</td>
<td>twice.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with leaving or coming from a place, group, thing, person, or position. The Subject can be animate or inanimate. We include here verbs such as emanate and radiate which indicate
that a quality is strongly shown by someone. The verbs *part* and *separate* are **reciprocal verbs** (see Chapter 6).

Smoke *belched from the steelworks in the background.*

Special units have been set up to search for Lithuanians who **have defected from the Soviet army.**

The service **will depart from Inverness at 10.15**, calling at principal stations to Edinburgh, before returning north at 15.35.

She snaps photos of the buckled floors and the plaster that **has fallen away from the walls.**

She's going to destroy me. **I have to get away from her.**

**I have parted from my wife** by mutual agreement.

Restlessness **radiated from him.**

---

**abscond arise ascend belch break commute defect depart desert detach disembark disengage diverge divert drain emanate emerge emigrate escape exit fade fall graduate haemorrhage immigrate issue part peel puff radiate rebound recede recoil return rise secede separate (not) stir transfer vanish withdraw**

**back away break away fall away fall back get away pull away rise up run away split off**

---

**Structure information: Verb with Adjunct**

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

**Other related patterns**

V *from* amount

See **V* from amount to amount** below.

V *from* colour to colour

See **V* from n to n** below.

V *from n into n*

See **V* from n to n** below.

V *from n to n, V P from n to n*
The verb is followed by a prepositional phrase beginning with *from* and another prepositional phrase beginning with *to*. With the phrasal verbs, there is a particle after the verb.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `switch' group</th>
<th>2 The `change' group</th>
<th>3 The `range' group</th>
</tr>
</thead>
</table>

1 The `switch' group

These verbs are concerned with stopping doing, using, or dealing with one thing and starting to do, use, or deal with another.

- *The plan is for the crop drier to* change over *from* heating oil to 80 per cent home-grown fuel by 1995.
- *I find it easy to* switch *from* one role to the other.
- Health is another reason for *turning from* tap water to mineral water.

The prepositions are sometimes followed by `'-ing' clauses.

- *Soon Jimmy and John* graduate *from* selling stolen shirts to selling guns.

change flit graduate lurch move skip switch turn change over

2 The `change' group

These verbs indicate that something becomes different.

- *The mood of the demonstrators* changed *from* outrage to jubilation as they chanted ‘Orlando for mayor’.

In the case of *turn 17*, the prepositions are both followed by a noun or adjective group indicating a colour. This pattern is *V from colour to colour*.

- *We stretch our newly exercised limbs and watch the sky* turn from pink to golden.

change evolve graduate metamorphose turn

With all these verbs except *turn 17*, the second preposition is sometimes *into* instead of *to*. This pattern is *V from n into n*. 
The group is having to metamorphose from a loose collection of businesses into a fully integrated multinational. For six months we had lived with the agony of watching our baby turn from a healthy, happy child into a sad creature with a distended stomach and wasted limbs.

3 The `range' group

These verbs are concerned with range. The prepositional phrases indicate the two extremes of a range or scale.

Hundreds of them were given expert advice on problems ranging from debt to credit card management. The fee can vary from 0.5 per cent to around 3 per cent or more, depending on the size and bargaining power of the retailer.

range stretch vary

4 The `last' group

These verbs are concerned with duration. The prepositional phrases indicate the times when something begins and ends.

We are now in the peak hay fever season, which lasts from May to July.

extend last stretch

5 Verbs with other meanings

There is one other verb which has this pattern.

It has appeared very difficult for such diseases to pass from one species to another.

pass

V from amount to amount, V P from amount to amount

The verb is followed by a prepositional phrase which consists of from and a noun group referring to an amount, and another prepositional phrase which consists of to and a noun group referring to an amount. With the phrasal verbs, there is a particle after the verb.
Verbs with this pattern indicate that a quantity or level increases or decreases. The prepositional phrase with from indicates the original quantity or level; the prepositional phrase with to indicates the final quantity or level.

My wages will come down from just under \$53270 a week to about \$53210.
The top income tax rate would go up from 31 to 33 percent.
Inflation has increased from 8.9 per cent to 9 per cent.
Average starting salaries for graduates are forecast to rise from \$5312,300 to \$5312,700, according to the survey by Incomes Data Services.

balloon climb decline decrease dip dive drop fall increase jump mushroom plummet plunge rise shrink sink slide slip slump soar surge swell tumble widen come down go down go up shoot up

Some of these verbs occasionally have the pattern \textit{V from amount}, in clauses such as \textit{Trading volumes have plummeted from their 1987 peaks} where the original amount is not specified. However, it is much more usual for both amounts to be specified.

19 \textit{V in n} 

The verb is followed by a prepositional phrase which consists of \textit{in} and a noun group. With some verbs, the preposition is sometimes followed by an `\textendash ing' clause. In Structure I, the preposition is followed by an `\textendash ing' form.

This pattern has three structures:

- Structure I: Verbs in phase
  \textit{He succeeded in catching the bus.}
- Structure II: Verb with prepositional Complement
  \textit{The secret lies in planning ahead.}
- Structure III: Verb with prepositional Object
  \textit{They believe in democracy.}
- Structure IV: Verb with Adjunct
  \textit{They were wallowing in the mud.}

Structure I: Verbs in phase

\textit{V in -ing}

<table>
<thead>
<tr>
<th>Verb group</th>
<th>in</th>
<th>-ing</th>
</tr>
</thead>
</table>
Drugs can help in lowering the level of cholesterol.

He did not succeed in obtaining a suspension of the boycott.

Verbs with this structure belong to the following meaning groups:

I.1 The `participate' group
I.2 The `persist' group
I.3 Verbs with other meanings

I.1 The `participate' group

These verbs are concerned with helping to do something or taking part in an activity together with other people.

We hope to be able to assist in safeguarding the future of the Leyland plant in Lancashire.
People want to participate in making decisions.

aid assist collaborate collude help join participate

When the preposition is followed by a noun group, these verbs have Structure III (see meaning group III.5 below).

I.2 The `persist' group

These verbs are concerned with deliberately continuing to do something.

Yet, oddly enough, we persist in thinking of our culture as morally superior.

persevere persist

When the preposition is followed by a noun group, these verbs have Structure III (see meaning group III.9 below).

I.3 Verbs with other meanings

There are two other verbs with this structure.

He indeed liked to play cards and is said to have indulged in playing
poker twice a week.  
Many collectors wanted to own the picture but Queen Victoria succeeded in buying it.

<table>
<thead>
<tr>
<th>verb</th>
<th>third person singular</th>
<th>in</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>holiness</td>
<td>consists</td>
<td>in</td>
<td>doing God’s will joyfully.</td>
</tr>
<tr>
<td>the country's only hope</td>
<td>lay</td>
<td>in</td>
<td>the restitution of its monarchy.</td>
</tr>
</tbody>
</table>

These verbs indicate what something abstract consists of or involves. They are all link verbs (see Chapter 5).

As with so many other aspects of a relationship, the solution lies in
communication.
The greatness of this team *resides in its ability to cover up for its missing players.*

The preposition *in* is sometimes followed by an `-ing' clause.

*It is, everybody likes to think, a huge, secretive bureaucracy whose only pleasure consists in producing rules to prevent people from doing things.*

<table>
<thead>
<tr>
<th>consist lie reside</th>
</tr>
</thead>
</table>

Structure information: Verb with prepositional Complement.

a) The prepositional phrase is the prepositional Complement.

b) This structure has no passive.

**Structure III: Verb with prepositional Object**

\[ V \text{ in } n \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>in</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>believe</td>
<td>in</td>
<td>regulation</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>would intervene</td>
<td>in</td>
<td>quarrels and crisis situations.</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>lectures</td>
<td>in</td>
<td>economics</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>rejoiced</td>
<td>in</td>
<td>each achievement</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs: *V P in n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>in</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>broke</td>
<td>out</td>
<td>in</td>
<td>a rash.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>used to dress</td>
<td>up</td>
<td>in</td>
<td>my Mum's clothes.</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

| III.1 The `delight' group | III.4 The `deal' group | III.7 The `abound' group |
III.1 The `delight' group

These verbs are concerned with enjoying something or feeling good about something.

*He stretched his limbs slightly,* luxuriating *in the warmth.*
*Soviet journalists revelled in their new freedom to probe and to criticize.*

The preposition *in* is sometimes followed by an `-ing' clause.

*He delights in stirring up controversy and strife.*

bask delight exult glory luxuriate rejoice revel wallow

III.2 The `believe' group

These verbs are concerned with belief or agreement.

*The shadow spokesman for Defence agreed, although most other Conservatives were still unwilling to acquiesce in these plans.*
*I don't believe in coincidences.*

acquiesce believe concur disbelieve trust

III.3 The `lecture' group

These verbs are concerned with learning or teaching a subject.

*As well as accepting commissions for her own designs, Karen lectures in Fine Craft Design at the University of Ulster.*
*I majored in psychology at Hunter College and taught elementary school in New York City.*
*There are an increasing number of historians and sociologists specialising in sport.*

graduate lecture major qualify specialize train tutor
III.4 The `deal' group

These verbs are concerned with trading or work. The prepositional phrase indicates what goods or substances are involved. We include here *work*, in the sense of using a material to create something.

*He deals in antiques and fine art.*
*Annie Boursot specialises in decorative yet affordable silverware.*
*Some have never worked in clay before; others are among the world's leading potters.*

In the case of *specialize*, the preposition *in* is sometimes followed by an `-ing' clause. The prepositional phrase indicates what activity someone's work involves.

*He specializes in treating epileptics and schizophrenics.*

| deal | specialize | speculate | trade | traffic | work |

III.5 The `participate' group

These verbs are concerned with being involved in something or taking part in an activity. This includes:

- helping to do something
- interfering

*You do not have the right to interfere in our internal affairs.*
*He has not yet announced whether he will stand in the election.*
*Last year she starred in Channel Four's The Orchid House.*

| act | aid | appear | assist | collaborate | collude | compete | connive | co-star | dabble | engage | feature | figure | help | indulge | interfere | intervene | invest | join | meddle | officiate | overindulge | partake | participate | share | stand | star |

See also Structure I above.

III.6 The `succeed' group

These verbs are concerned with doing something successfully or unsuccessfully.

*Local residents had failed in an attempt to have the march banned.*
The United States sent in 28,000 troops last December in a bid to help the UN succeed in its aim.

In the case of excel, the preposition in is sometimes followed by an `ing' clause.

To reach senior positions, you will also need to excel in managing people, finances, facilities and time.

<table>
<thead>
<tr>
<th>excel</th>
<th>fail</th>
<th>succeed</th>
</tr>
</thead>
</table>

See also Structure I above.

III.7 The `abound' group

These verbs indicate that something or someone has a large quantity of something.

The books abound in social comedy. These are normal people like you or me who gradually find themselves drowning in debt.

<table>
<thead>
<tr>
<th>abound</th>
<th>drown</th>
<th>swim</th>
</tr>
</thead>
</table>

III.8 The `erupt' group

These verbs indicate that something or someone suddenly starts to be in a different state. The range of noun groups used after in is quite restricted. The verbs erupt 5, break out, and come out are followed by phrases such as in spots and in a sweat; erupt 4 and burst out are followed by phrases such as in laughter; go up is followed by in flames and in smoke.

They either come out in spots, grow too much hair where they don’t want it or go bald! When she proudly displayed the cheese dispenser, the thirteen assembled men erupted in gales of laughter.

Her flat in St Johns Wood went up in flames along with her passport on the day s abroad.

<table>
<thead>
<tr>
<th>erupt</th>
<th>break out</th>
<th>burst out</th>
<th>come out</th>
<th>go up</th>
</tr>
</thead>
</table>

III.9 Verbs with other meanings
There are a number of other verbs which have this structure.

*Developed in America, these enamel polymer paints **come in 24 colours.**
I wish she **would confide in me.**
She always **dresses in black.**
People **dress up in costume**, parade around the village, and dance to the music of sound trucks.
The uppermost leaves **end in curious tendrils that are very attractive.**
It was too beautiful a day to **persist in such efforts.**
The operation **resulted in the arrest of one alleged kidnapper and the death of another from gunshot wounds.**

In the case of *result*, the preposition *in* is sometimes followed by a noun group and an `'-ing' clause. This pattern is **V in n -ing.**

*Disturbing your regular sleep pattern could result in you losing out on your `deep sleep' phase.*

<table>
<thead>
<tr>
<th>come</th>
<th>confide</th>
<th>dress</th>
<th>end</th>
<th>persevere</th>
<th>persist</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>dress up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See also Structure I above.

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern **be V-ed in.** However, it does not often occur.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Structure IV: Verb with Adjunct

**V in n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>in</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>enlisted</td>
<td>in</td>
<td>the army.</td>
</tr>
</tbody>
</table>
Government bonds have fallen in value.

Phrasal verbs: V P in n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>in</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigarettes and petrol</td>
<td>will go</td>
<td>up</td>
<td>in</td>
<td>price.</td>
</tr>
<tr>
<td>Strong feelings of pride</td>
<td>welled</td>
<td>up</td>
<td>in</td>
<td>me.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>IV.1 The `lie' group</th>
<th>IV.2 The `rise' group</th>
<th>IV.3 The <code>increase' and </code>decrease' group</th>
</tr>
</thead>
</table>

IV.1 The `lie' group

These verbs are concerned with being in or entering a thing, group, or situation, either physically or metaphorically.

*He saw a package** floating in the bay.**

*World champion Lance Armstrong is currently lying in third place.*

*It is not true, as some Labor promoters suggest, that all wisdom resides in their party.*

*Over the past few years, he has sat in Parliament as an independent Social Democrat.*

| appear assemble bask belong catch enlist enrol float go implant land lie move rank reside ride rise sit stick wallow |

IV.2 The `rise' group

These verbs indicate that someone has a feeling or thought. The feeling or thought is the Subject.

*It is something that will live in my memory for the rest of my life.*

*A slight hope rose in me. Perhaps she's at my place, I said to myself, she may have got there just after I left.*

*The telephone continued ringing and an inordinate anger welled up in him.*

| live lodge rise stir surge well |
IV.3 The `increase' and `decrease' group

These verbs are concerned with increasing, decreasing, or being different. The prepositional phrase indicates what quality, for example size or value, the increase, decrease, or difference relates to.

Now that VCRs with hi-fi Nicam stereo have come down in price, they are worth considering if your budget allows it. Since 1945 air forces have decreased in size but vastly increased in capability and complexity. This frees manufacturers from relying on natural supplies, which can vary in quality.

IV.4 The `begin' and `end' group

These verbs are concerned with beginning and ending. The prepositional phrase indicates the situation or event at the beginning or end of something.

His tenure of office began in confusion when his predecessor refused to go. The first flight nearly ended in disaster when, at 500 feet, a large section of the leading edge broke away from the upper wing.

In the case of culminate and end, the preposition in is sometimes followed by a noun group and an `-ing' clause. This pattern is Vin n -ing.

They had an argument, which culminated in Tom getting drunk and beating her in front of all the customers.

Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.
c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Other related patterns

\[ V \text{ in } n \text{ from } \text{amount to } \text{amount} \]

The verb is followed by prepositional phrases beginning with \textit{in}, \textit{from}, and \textit{to}. The prepositional phrases beginning with \textit{from} and \textit{to} indicate the two extremes of a range of values or qualities. The prepositions are usually followed by \textit{amounts}, but they are sometimes followed by ordinary noun groups, adjectives, or colours. These patterns are \[ V \text{ in } n \text{ from } n \text{ to } n, \] \[ V \text{ in } n \text{ from } \text{adj to adj}, \] and \[ V \text{ in } n \text{ from } \text{colour to colour}. \]

The prepositional phrase beginning with \textit{in} indicates what quality, for example size, colour, or age, is involved.

\[ \text{The victims ranged in age from 60 to 89.} \]
\[ \text{This oil varies in colour from pale yellow to light green.} \]

range vary

\[ 20 \text{ V in favour of } n \]

The verb is followed by a prepositional phrase which consists of \textit{in favour of} and a noun group. With some verbs, the preposition is sometimes followed by an \textit{`-ing'} clause. This pattern has one structure:

\[ \bullet \text{ Verb with prepositional Object} \]
\[ \text{He spoke in favour of the plan.} \]

\[ V \text{ in favour of } n/-ing \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>\textit{in favour of}</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority</td>
<td>have argued</td>
<td>in favour of</td>
<td>waiting.</td>
</tr>
<tr>
<td>A GATT panel</td>
<td>has ruled</td>
<td>in favour of</td>
<td>the Americans.</td>
</tr>
<tr>
<td>More than 350</td>
<td>voted</td>
<td>in favour of</td>
<td>the proposals.</td>
</tr>
</tbody>
</table>
Phrasal verbs: V P in favour of n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>in favour of</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>came</td>
<td>out</td>
<td>in favour of</td>
<td>setting up a new party.</td>
</tr>
<tr>
<td>He</td>
<td>stood</td>
<td>down</td>
<td>in favour of</td>
<td>his friend.</td>
</tr>
</tbody>
</table>

Verbs with this pattern also have the pattern V in poss favour - that is, the verb can be followed by in, a possessive determiner such as his or their, and favour, as in The court ruled in his favour.

Verbs with this pattern belong to the following meaning groups:

1 The `speak' group
2 The `discriminate' group
3 The `stand down' group

1 The `speak' group

These verbs are concerned with saying that someone or something is good or right, deciding that someone or something is good or right, or showing support for someone or something.

*It would be intolerable for Labour to block a referendum if the party conference clearly came out in favour of it.*
*Crowds surged through the streets of every town, demonstrating in favour of the King.*
*And at Hereford a short while ago, an inspector at the public inquiry into the bypass ruled in favour of the anti-road campaign.*
*President Kaunda spoke in favour of a referendum but he reaffirmed his strong opposition to any change to multiple parties.*

The preposition in favour of is sometimes followed by an `-ing' clause.

*The other chamber, the Council of the Union, voted in favour of adopting the bill.*

2 The `discriminate' group
These verbs are concerned with helping or benefiting someone.

Many universities discriminate in favour of minorities in awarding academic tenure.

In the case of work, the pattern V in poss favour is more frequent than V in favour of n.

She said all the weather delays worked in her favour.

discriminate work

3 The `stand down' group

These verbs indicate that someone resigns. The prepositional phrase indicates who they allow to take their place.

Labour commissioner Bruce Millan, 65, is prepared to stand down in favour of 50-year-old Mr Kinnock.

resign

stand down step down

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

c) The phrasal verb pattern is the same, except that there is a particle, P, which comes after the verb.

21 V into n

The verb is followed by a prepositional phrase which consists of into and a noun group.

This pattern has three structures:

- Structure I: Verb with prepositional Complement
  His smile turned into a grin.
- Structure II: Verb with prepositional Object
  The tax people are inquiring into his affairs.
Structure III: Verb with Adjunct

He dived into the river.

Structure I: Verb with prepositional Complement

V into n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Complement</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plane</td>
<td>broke</td>
<td>into</td>
<td>pieces.</td>
</tr>
<tr>
<td>The rally</td>
<td>developed</td>
<td>into</td>
<td>a riot.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

I.1 The ‘turn' group

These verbs are concerned with becoming. The prepositional phrase indicates what something becomes. We include here segue and shade, which indicate either that something becomes something else or that it is next to or followed by something else. The verbs convert, shade, transmute, and turn are link verbs (see Chapter 5).

The year before, a number of senior generals had been muttering that the Czech business must be stopped before it blew up into a world war. He wanted to curl into a tiny ball, smaller, smaller, so small they couldn't find him. With her care, he grew into a normal, healthy child. He's shaping up into a very nice horse. The downturn in television advertising has turned into a collapse.

The verbs amalgamate, coalesce, and merge always have a plural Subject with this pattern because they are reciprocal verbs concerned with two or more things becoming one thing (see Chapter 6).

Another group of Algeria's twenty or so opposition parties has coalesced into an alternative third force.

amalgamate ball bloom blossom broaden build change coalesce condense convert curl decompose degenerate develop erupt escalate evolve fizzle form gel germinate grow merge metamorphose mushroom mutate ossify segue shade transmute turn
A few of these verbs also have the pattern $V \text{ from } n \text{ into } n$ (see Ch2 Sect18).

I.2 The `break' group

These verbs are concerned with breaking or dividing. The prepositional phrase refers to pieces or subgroups. The verb resolve is a link verb (see Chapter 5).

The oil tanker grounded in the Shetland Islands has broken into several pieces.
Gradually, over the centuries, the buildings will crumble into dust.
When the BMW hit the barrier head on, the windscreen shattered into a thousand crazy fragments.
Let's separate into smaller groups.

Structure information: Verb with prepositional Complement

a) The prepositional phrase is the prepositional Complement.

b) This structure has no passive.

c) There are only three phrasal verbs with this structure, blow up, curl up, and shape up. The pattern is $V \text{ P into } n$.

Structure II: Verb with prepositional Object

$V \text{ into } n$

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>into</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>'re prying</td>
<td>into</td>
<td>police matters.</td>
</tr>
<tr>
<td>Mike</td>
<td>sank</td>
<td>into</td>
<td>suicidal depression.</td>
</tr>
<tr>
<td>The car</td>
<td>slammed</td>
<td>into</td>
<td>a van.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `crash' group   II.3 The `inquire' group   II.5 The `lapse' group
II.1 The `crash' group

These verbs are concerned with collisions. The prepositional phrase indicates the thing or person that someone or something hits.

He led them rapidly past many branching passages, until he stopped so abruptly Bob **bumped into him**.
At least ten people were killed on Monday when a freight train **crashed into a passenger train** at Mangra railway station.

II.2 The `bite' group

These verbs are concerned with exerting pressure or making a dent or hole in something. We include here **bore**, as in Her eyes **bored into his**.

Weatherby **bit into a digestive biscuit**.
His fingers **dug into my arm** like pincers.

II.3 The `inquire' group

These verbs are concerned with research and inquiry. The prepositional phrase indicates the subject of the research or inquiry.

They see no reason to **delve into the origins of international economic inequality**.
Although he had no criminal record, police are **inquiring into some of Wilson's business deals**.
I told him I **would look into the story** and get right back to him.

II.4 The `enter' group

These verbs indicate that someone becomes involved in something.

Always seek professional legal advice before **entering into any agreement**.
I'd like to get into management.

If I had unwisely intruded into his affairs, he would surely understand that my intentions had been good.

It's a difficult situation and I have to think things over very carefully.

I'm not rushing into anything.

In the case of rush, the preposition is sometimes followed by an `'-ing' form. In this pattern, the verbs are in phase.

Don't rush into buying any watering equipment. Take time to work out which is the best for you that you can afford.

II.5 The `lapse' group

These verbs indicate that someone or something starts being in a different state, usually a bad one, or starts doing something.

She burst into tears.

Jeremy burst out into peals of laughter as he wagged a finger at us.

The Senate's public gallery was packed with Judge Hastings' supporters, who erupted into applause after he finished his argument.

They lapsed into silence, each caught in his own private world of guilt.

After celebrating the so-called `economic miracle' of the 1980s, the country plunged into recession in 1990.

Such people often slide into a melancholic state as they age.

Three days later he slipped into a coma and died.

II.6 The `change' group

These verbs are concerned with putting on different clothes.

This is a productive use: other verbs of movement, for example get, scramble, and squeeze, occur with this pattern. The verbs given here are the ones which are most frequently used in this way.
Then I put on a new pair of army running shoes and *changed into a clean shirt and trousers.*

### II.7 Verbs with other meanings

There are a number of other verbs which have this structure.

*The report suggests that consumers* **dipped into their savings** for holiday spending.  
*The report* **lashes into the police** for ignoring the warning signs.  
*The alley* **opened into the unlit plaza** just above the mission church.  
*We'll help you* **tap into your creative energy.**  
*The question for many Americans, though, is whether these higher profits** **will translate into new jobs.**

<table>
<thead>
<tr>
<th>dip</th>
<th>grow</th>
<th>lash</th>
<th>open</th>
<th>tap</th>
<th>translate</th>
</tr>
</thead>
<tbody>
<tr>
<td>open out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Structure information: Verb with prepositional Object**

a) The prepositional phrase is the prepositional Object.

b) This structure does not often have a passive. However, *bite* (II.2) and *look* (II.3) sometimes have the passive **be V-ed into.**  
*He said that the matter* **was being looked into.**

c) There are only three phrasal verbs with this structure, *burst out, get back,* and *open out.* The pattern is **V P into n.**

#### Structure III: Verb with Adjunct

**V into n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>into</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>barged</td>
<td>into</td>
<td>my house.</td>
</tr>
<tr>
<td>The sound of the engine</td>
<td>faded</td>
<td>into</td>
<td>the distance.</td>
</tr>
</tbody>
</table>
Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>III.1 The `infiltrate' group</th>
<th>III.2 The `dip' group</th>
<th>III.3 The `fade' group</th>
</tr>
</thead>
</table>

III.1 The `infiltrate' group

These verbs indicate that someone or something enters a place, group, or thing, physically or metaphorically.

This lack of finesse carried over into his dealings with customers. More than 300 guests crowded into the ornate gothic rooms for a sit-down dinner. Irrationally, another image from the past flashed into her mind. The organizers said they believe pro-military thugs had infiltrated into the crowd and started the violence. You can buy plastic divider strips which slot into the trays to form compartments.

III.2 The `dip' group

These verbs indicate that someone puts their hand in a container in order to get something.

Theodora Adams dug into her purse, extracted a folded square of notepaper and smoothed it on the leg of her pants. Nancy dipped into a bowl of popcorn that Hannah had made for them before she'd gone to bed.

III.3 The `fade' group

These verbs are concerned with disappearing or not being noticeable.

Does the new housing stick out like a sore thumb or blend into its surroundings? They immediately engaged in animated conversation, and I faded into
the background, finished my orange juice, and left.

Margaret Thatcher will not fade away into quiet retirement.

They jumped over the lowest part of the wall and vanished into the night.

| blend fade melt merge recede vanish fade away |

III.4 Verbs with other meanings

There are three other verbs which have this structure.

The debate is expected to be a lengthy one. Officials say it will probably stretch into next week.

In the case of spark and spring, only a very restricted range of nouns can occur in the prepositional phrase.

As both parties recognise the signal, neurons in the brain spark into life.

Suddenly all the alarms go off and the Special Branch protection people spring into action.

| spark (into life, activity) spring (into action, life, existence being) stretch |

Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure rarely has a passive. However, break (III.1) sometimes has the passive be V-ed into.

Our house was broken into earlier this year.

c) There are only two phrasal verbs with this structure, carry over and fade away. The pattern is V P into n.

Other related patterns

V into n that
22 V like n

The verb is followed by a prepositional phrase which consists of *like* and a noun group.

This pattern has two main structures:

- **Structure I: Verb with prepositional Complement**
  
  *She looked like Alex.*

- **Structure II: Verb with Adjunct**
  
  *You're acting like a fool.*

### Structure I: Verb with prepositional Complement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th><em>like</em></th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>is</td>
<td>like</td>
<td>a living thing.</td>
</tr>
<tr>
<td>This place</td>
<td>feels</td>
<td>like</td>
<td>a prison.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all used to indicate how someone or something seems. They are all **link verbs** (see Chapter 5). The verb *feel* 1 indicates how someone seems to themselves.

With all these verbs except *be* and *seem* 2.4, you may be saying that one person or thing resembles another, as in *She looks like her mother*, or you may be indicating what you think someone or something is, as in *They look like a good team.*

*He was like any other kid any of us knew.*
*I feel like a new person.*
*From a distance, it looked like a haystack.*
*In retrospect, the whole trip seems like a darkening nightmare.*
*That sounds like a good idea.*

In the case of *be* and *look* 2.4, the preposition *like* is sometimes followed by an `-ing' clause. With *look*, the `-ing' clause indicates what someone or something seems likely to do or experience.

*It was like being in a dream.*
He looks like being made president for another year.

Structure information: Verb with prepositional Complement

a) The prepositional phrase is a prepositional Complement.

b) This structure has no passive.

Structure II: Verb with Adjunct

V like n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>like</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>didn't act</td>
<td>like</td>
<td>a 13-year-old.</td>
</tr>
<tr>
<td>We</td>
<td>lived</td>
<td>like</td>
<td>fugitives.</td>
</tr>
</tbody>
</table>

Most verbs with this structure are used to describe the behaviour of someone or something. The prepositional phrase indicates whose behaviour it resembles.

This is a productive use: any verb which indicates behaviour or action can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

I never wanted to be a star. I don't act like a star, I don't dress like a star. It's just not my thing.
If Sid wanted to behave like a lunatic, that was his choice.

act behave dress live think

Verbs with other meanings

There is one other verb with this structure. With this verb, the preposition like is always followed by this.

The story goes like this.
Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

Other structures

In the case of feel 13, the prepositional phrase is the prepositional Object. It indicates something that someone would like to have or do. This structure has no passive.

'Did you feel like a coffee?' ‘I wouldn’t say no to a cuppa.’

The preposition like is sometimes followed by an ‘-ing’ clause.

I don’t really feel like doing any work ’cos I’m dog-tired.

<table>
<thead>
<tr>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 V of n</td>
</tr>
</tbody>
</table>

The verb is followed by a prepositional phrase which consists of the preposition of and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing’ clause. The passive pattern is be V-ed of.

This pattern has one main structure:

- Verb with prepositional Object
  *She complained of a headache.*

Active voice: V of n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>of</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>do not approve</td>
<td>of</td>
<td>this change.</td>
</tr>
<tr>
<td>He</td>
<td>despaired</td>
<td>of</td>
<td>finishing it.</td>
</tr>
<tr>
<td>The bar</td>
<td>stank</td>
<td>of</td>
<td>sweat and beer.</td>
</tr>
<tr>
<td>She</td>
<td>talked</td>
<td>of</td>
<td>killing herself.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed of
Verb group | of
---|---
Subject | Verb | Preposition
Laziness | is disapproved | of.

Verbs with this pattern belong to the following meaning groups:

1 The `talk' group
2 The `think' group
3 The `know' group

1 The `talk' group

These verbs are concerned with talking. The prepositional phrase indicates what is being talked about.

- He **complained of a ringing in his ears**.
- In November 1966, Adenauer **spoke of the need for a new, major West German effort to reach gradual agreement with the Soviet Union**.

The preposition *of* is sometimes followed by an `-ing' clause.

- He is proud of his memory, and *boasts of knowing the whole of Gerard Manley Hopkins, among other writers, by heart*.

The preposition *of* is also sometimes followed by a noun group and an `-ing' clause, especially in the case of *speak, talk, and tell*. This pattern is **V of n -ing**. We can have people **making a wish** or people **building a house**.

- We **talked him getting a summer job**.
- He **is thinking of giving up teaching to become a full-time politician**.

2 The `think' group

These verbs are concerned with thinking or having an opinion. The prepositional phrase indicates the topic of the thought or opinion.

- She was very much concerned that her parents **did not approve of her decision**.
- She's not even trying. I **despair of her**!

The preposition *of* is sometimes followed by an `-ing' clause.

- Peter **is thinking of giving up teaching to become a full-time politician**.
In the case of approve, conceive, disapprove, dream, and think, the preposition is sometimes followed by a noun group and an `~-ing' clause. This pattern is $V \text{ of } n\text{-}ing$.

*He couldn't conceive of anyone arguing with his results.*

*She disapproves of me talking to you.*

| approve (cannot) conceive conceive daydream despair disapprove dream repent think |

3 The `know' group

These verbs are concerned with getting or having knowledge.

*I had heard of this band before, but I had never witnessed a performance or heard their music.*

*They also knew of the link between Lathan and the two journalists.*

In the case of hear, the preposition of is sometimes followed by an `~-ing' clause.

*I've heard of looking on the bright side of life, but this is ridiculous!*

In the case of hear and know, the preposition is sometimes followed by a noun group and an `~-ing' clause. This pattern is $V \text{ of } n\text{-}ing$.

*The president admitted that he did not know of any rebels having surrendered so far.*

| hear know learn |

4 The `reek' group

These verbs indicate that something resembles something else or seems to be something. This includes:

- smelling like something else
- tasting like something else
- being similar in some other way

Smell and taste are link verbs (see Chapter 5).

*The hall reeked of cigar smoke.*
The West’s response to the crisis smacks of appeasement, the Post says. The water was refrigerated and tasted of metal.

| reek | smack | smell | speak | stink | taste |

5 Verbs with other meanings

There are a number of other verbs which have this pattern.

- It appears he died of natural causes.
- The rest can be disposed of safely by controlled incineration or secure landfill.

The verb beware is only used in the imperative and infinitive.

- Beware of food which has been left to stand in warm temperatures, such as in buffets.

In the case of beware, come 16, tire, and weary, the preposition of is sometimes followed by an `-ing' clause.

- One of the disembarking passengers had tired of waiting for the coach and set off at a smart pace.

| beware | come | die | dispose | drain | partake | permit | tire | weary |

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed of. However, not all verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.

| approve | boast | complain | conceive | despair | disapprove | dispose | dream | hear | partake | speak | talk | think |

Other structures

In the case of consist, which is a link verb (see Chapter 5), the prepositional phrase is a prepositional Complement. The preposition of is sometimes followed by an `-ing' clause.
The crew **consisted of** pilot, co-pilot, navigator and flight engineer.

Other related patterns

**V of n as n/-ing/adj**

The verb is followed by a prepositional phrase beginning with *of*. This is followed by another prepositional phrase which consists of *as* and a noun group, `~-ing clause`, or adjective group. The passive pattern is **be V-ed of as n/-ing/adj**.

These verbs are concerned with regarding or describing someone or something as a particular thing.

*She speaks of her family as a `great support system'.*

Now he **is being talked of as the party's next leader**.

*I don't think of myself as abnormal, just unusual.*

**conceive speak talk think**

**V of n wh**
See page *Ch1 Sec11*

**V of n with quote**
See *Ch1 Sec13*

**24 V off n**

The verb is followed by a prepositional phrase which consists of *off* and a noun group.

This pattern has two structures:

- Structure I: Verb with prepositional Object
  
  *He sponged off friends.*

- Structure II: Verb with Adjunct
  
  *The ball rebounded off a tree.*
Structure I: Verb with prepositional Object

\[ V \text{ off } n \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>off</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the components</td>
<td>can run</td>
<td>off</td>
<td>battery power.</td>
</tr>
<tr>
<td>I</td>
<td>don't sponge</td>
<td>off</td>
<td>women.</td>
</tr>
</tbody>
</table>

There are two verbs with this structure.

*The Biotrace Hygiene Monitor is totally portable and **runs off both mains and batteries.**

*Saying immigrants have come to **sponge off the state** is ridiculous.*

<table>
<thead>
<tr>
<th>run sponge</th>
</tr>
</thead>
</table>

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

Structure II: Verb with Adjunct

\[ V \text{ off } n \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>off</th>
<th>Adjunct</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ball</td>
<td>cannoned</td>
<td>off</td>
<td>the post.</td>
<td></td>
</tr>
<tr>
<td>The light</td>
<td>reflected</td>
<td>off</td>
<td>the stone.</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this structure indicate that an object, or light or sound, hits something and comes back from it.

*The sunlight **glinted off the distant mountains** in a dazzling silver-white radiance.*

*Another bullet **ricocheted off a rock behind him.**
Verbs with other meanings

There is one other verb which has this structure.

The paint *was peeling off the door*.

Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.
b) This structure has no passive.

25 $V \text{ on } n$

The verb is followed by a prepositional phrase which consists of *on* and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause or a wh-clause. In Structure I, the preposition is followed by an `-ing' form.

Some verbs are sometimes followed by *upon* instead of *on*. *Upon* is a more formal or literary word.

The passive pattern is *be V-ed on*.

This pattern has three structures:

- Structure I: Verbs in phase
  
  *She insisted on paying*.

- Structure II: Verb with prepositional Object
  
  *He remarked on the heat*.

- Structure III: Verb with Adjunct
  
  *Police are converging on the area*.

Structure I: Verbs in phase

$V \text{ on } -ing$

<table>
<thead>
<tr>
<th>Verb group</th>
<th>on</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Completive</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>The dog</td>
<td>insisted</td>
<td>on coming with me into the room.</td>
</tr>
</tbody>
</table>

There are only two verbs with this structure. The verb *embark* indicates that someone starts doing something, and the verb *insist* indicates that someone does something even though this is not wanted or not reasonable.

*If we win the elections, we will not embark on reforming the constitution before the presidential elections.*

*She insisted on giving* Nina her telephone number, *just in case.*

The verb *insist* is sometimes followed by *upon* instead of *on."

*We tried our best, but he insisted upon leaving.*

When the preposition *on* is followed by a noun group, these verbs have Structure II (see meaning groups II.26 and II.27 below).

**Structure information: Verbs in phase**

a) The verb is followed by the preposition *on* and the `-ing' form of another verb. The verbs are *in phase*, and together form a *complex verb group*. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you *insist on wearing* something, the *insisting* and the *wearing* are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure table above, this is called a *Completive*. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun group.

b) This structure has no passive.

**Structure II: Verb with prepositional Object**

**Active voice:** V *on n/-ing/wh*
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>cannot agree</td>
<td>on</td>
<td>what they want done.</td>
</tr>
<tr>
<td>He</td>
<td>is concentrating</td>
<td>on</td>
<td>getting himself re-elected.</td>
</tr>
<tr>
<td>I</td>
<td>knocked</td>
<td>on</td>
<td>the door.</td>
</tr>
<tr>
<td>My husband</td>
<td>remarked</td>
<td>on</td>
<td>her marvellous sense of humour.</td>
</tr>
<tr>
<td>The authorities</td>
<td>reneged</td>
<td>on</td>
<td>the deal.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed on

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>on</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>His car</td>
<td>was fired</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>One toddler</td>
<td>was trodden</td>
<td>on</td>
<td>in the scuffle.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P on n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big American firms</td>
<td>were</td>
<td>in</td>
<td>on</td>
<td>the two companies' markets.</td>
</tr>
<tr>
<td></td>
<td>muscling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swot</td>
<td>up</td>
<td>on</td>
<td>local sites.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `comment' group
II.10 The `spy' group
II.19 The `feed' group

II.2 The `enlarge' group
II.11 The `inform' group
II.20 The `live' group

II.3 The `reflect' group
II.12 The `walk out' group
II.21 The `economize' group

II.4 The `dote' group
II.13 The `back-pedal' group
II.22 The `overspend' group

II.5 The `read up' group
II.14 The `backfire' group
II.23 The `focus' group

II.6 The `beat' group
II.15 The `depend' group
II.24 The `call' group

II.7 The `impinge' group
II.16 The `gamble' group
II.25 The `check' group
II.1 The `comment' group

These verbs are concerned with speaking or writing. The prepositional phrase indicates the topic involved. We include here verbs such as *legislate*, *rule*, and *vote*, which are concerned with expressing your decision or judgement about something.

*The government* has not yet commented on his release.*
They are not supposed to interfere in local politics but *can report back* on what is going on.*
*Parliament is due to vote on the peace plan* on Wednesday.*

Many of these verbs are sometimes followed by *upon* instead of *on*, especially *comment, dwell, pronounce, remark, report, touch, and vote*.

*The question of prisoners of war* will no doubt be touched upon by the two foreign ministers.*

In the case of *advise* and *vote*, the preposition *on* is sometimes followed by an `-ing' clause.

*The Parliament is also due to vote on lowering the legal voting age from twenty-one to eighteen.*

In the case of the following verbs, the preposition *on* (or *upon*) is sometimes followed by a wh-clause: *adjudicate, advise, comment, discourse, dwell, generalize, harp, lecture, legislate, philosophize, pontificate, preach, pronounce, remark, report, report back, rule, touch, vote, speak, talk, touch, vote, write*.

*Mr. Potter declined to comment on why he left the company and said he doesn't yet know what he will be doing.*
Mr Dienstbier was enlarging on proposals he made last night to members of the Royal Institute of International Affairs.

These verbs are sometimes followed by upon instead of on.

Georg Simmel, a colleague of Weber's, expanded upon this concept in his essay, ‘The Web of Group Affiliations’.

elaborate embroider enlarge expand

II.3 The ‘reflect’ group

These verbs are concerned with thought, or the expression of thought. The prepositional phrase indicates the topic of the thought. We include here verbs concerned with agreeing and disagreeing.

It gave me a chance to reflect on what I was doing.

Many of these verbs are sometimes followed by upon instead of on, especially agree, dwell, meditate, and reflect.

The student must carefully meditate upon the symbols and concepts that relate to the element of Earth.

The verbs agree, differ, and disagree are reciprocal verbs (see Chapter 6), and have a plural Subject with this pattern.

Meeting on February 11th, the two men failed to agree on anything.

The preposition on (or upon) is sometimes followed by a wh-clause.

But they rarely agree on how to act and often attack each other, personally and politically.

In the case of reflect, the preposition on (or upon) is sometimes followed by an ‘-ing' clause.

Many long-term prisoners are in their twenties and have already had plenty of time to reflect on losing their most vigorous years.

agree brood cogitate deliberate differ disagree dwell meditate muse ponder reflect ruminate speculate

The verbs agree, differ, and disagree also have the pattern V with n on n (see
II.4 The `dote' group

These verbs are concerned with someone's attitude towards someone or something. We include here *smile*, which usually has something like *fortune* or *the gods* as its Subject.

> Marie's parents **dote on her** and devote much of their time and resources towards making her happy.

This time fortune **smiled on us** and there were no hitches. The weather was beauti breeze was good, we caught the tide. These verbs are sometimes followed by *upon* instead of *on*.

> It was a time when rock'n'roll **was frowned upon** and dismissed as juvenile rubbish.

| dote | fawn | frown | smile |

II.5 The `read up' group

These verbs are concerned with learning about a subject because you feel you need to.

> Get a copy of your company's employee handbook and **mug up on the relevant sections**.
> Mark **had read up on opals** in Bess's encyclopedia.

| bone up | catch up | gen up | mug up | read up | swot up |

II.6 The `beat' group

These verbs are concerned with touching something. This includes:

- hitting something
- pressing something

> The rain **was beating on the windowpanes**.
> With this in mind, she **knocked on the door** and waited.
> **Press on the wound** firmly with your fingers to flatten the cut blood vessels.
> The most common foot fracture occurs in contact sports where feet **can**
easily be trodden on.

Many of these verbs are sometimes followed by upon instead of on, especially beat, knock, rest, and tread.

*His legs were stretched out and his feet rested upon a sofa.*

**II.7 The `impinge' group**

These verbs are concerned with affecting or beginning to affect someone or something, often negatively. The Subject often refers to a worrying thought or situation. We include here grate and jar, where the effect is very negative.

*All these problems seem to be crowding in on him right now. A gloomy silence once again descended on the room. There was an edge to her voice that grated on Gretchen's nerves. Sometimes the thought of my husband's wartime ordeals weighed on me dreadfully.*

Most of these verbs are sometimes followed by upon instead of on, especially act, fall, impact, impinge, and weigh.

*It was perhaps the first time that public affairs had impinged upon him in a personal way.*

**II.8 The `intrude' group**

These verbs are concerned with interrupting someone or something, or getting involved in something, sometimes when this is unwelcome.

*They would like the Czechs to come in on this, but they are hesitating. They wrote letters from time to time, but did not intrude on his privacy. European governments are thus rightly wary of allowing the commission to muscle in on such projects. If you were to walk in on the man you love, and he was with*
somebody else, what would you feel?

The verbs encroach, infringe, and intrude are sometimes followed by upon instead of on.

`Oh, Dr. Stockton, I'm not trying to encroach upon your duties,' Houston said.

II.9 The `pounce' group

These verbs are concerned with attacking or harming someone, or treating them in a bad or hostile way. This includes:

- physically attacking someone
- criticizing someone
- stopping someone's activities

A new scheme has been launched by police in Coventry to crack down on youngsters who play truant.
The girl, who was pounced on while waiting for a train, was treated in hospital for head wounds.
Speaker after speaker rounded on ministers from the floor, with Dr Clifford Lutton, an Edinburgh GP, saying the party appeared to have lost the confidence of its own supporters.

Many of these verbs are sometimes followed by upon instead of on, especially fire, pounce, prey, and turn. Set is nearly always followed by upon.

They prey upon the community and are, in turn, preyed upon by its most perverted and malign forces.
I took the short cut, over the fields, and I was set upon by a gang of boys.

II.10 The `spy' group

These verbs are concerned with secretly watching, listening to, or finding out
about someone.

Sloan mingles with the crowd waiting to go inside and likes to **eavesdrop on their conversations**. But they'll read your post, and **listen in on your telephone calls**. They portrayed him as a temperamental tyrant who employed private detectives to **snoop on adversaries**.

The verb *spy* is sometimes followed by *upon* instead of *on*.

They felt that they were being spied upon.

**eavesdrop snoop spy**

**listen in**

II.11 The `inform' group

These verbs are concerned with telling people in authority that someone has done something wrong. The prepositional phrase indicates who that person is. The implication is usually that the person referred to by the Subject betrays the other person by giving this information.

This is a tense thriller about a diamond heist that goes badly wrong because someone **has grassed on the thieves**. They had to attend indoctrination sessions at which they were urged to **inform on suspected `separatists'**.

**grass inform rat snitch tell**

II.12 The `walk out' group

These verbs are concerned with abandoning someone. We include here *hang up*, which indicates that someone ends a telephone conversation abruptly.

When I told him that you'd be negotiating for me, he said he'd call again, and **hung up on me**. His first wife **walked out on him**.

**hang up run out walk out**

II.13 The `back-pedal' group
These verbs are concerned with not having a fixed attitude. This includes:

- changing a plan
- breaking a promise
- not making a decision

The government has backed down on plans to introduce national tests for seven-year-old children.
Last week he appeared to back-pedal on that statement, but it was too late.
The President has begun to renege on promises he made when the talks began.
He legalised opposition parties, and granted an amnesty to political exiles, but tried to stall on the question of a national conference.

In the case of compromise and stall, the preposition on is sometimes followed by an clause.

The government is unlikely to compromise on ending emergency rule there.

II.14 The `backfire' group

These verbs indicate that a plan or action has a different result from the one intended, often harming the person who planned or did it. The prepositional phrase refers to that person.

Such attacks could backfire on Yeltsin's opponents, however.

The verb rebound is sometimes followed by upon instead of on.

The very success of that policy now threatens to rebound upon the government.

II.15 The `depend' group

These verbs are concerned with depending or relying on something or
someone, or hoping to have something.

I hope we **can count** on your support.
A great deal **hangs** on the answer to these questions.

Many of these verbs are sometimes followed by *upon* instead of *on*, especially **count**, **depend**, **rely**, and **rest**.

*This system of legalised extortion** **rests upon a whole system of political control.**

In the case of **bank**, **count**, **depend**, **hinge**, **rely**, and **rest**, the preposition *on* (or *upon*) is sometimes followed by an `-ing' clause.

People **can** no longer **rely on doing their chosen job for life.**

In the case of **depend**, **hinge**, **rest**, and **turn**, the preposition *on* (or *upon*) is sometimes followed by a *wh-clause*.

**Much will hinge on how well the Free Democrats do tonight.**

In the case of **bank**, **count**, **depend**, **hinge**, and **rely**, the preposition *on* (or *upon*) is sometimes followed by a *noun group* and an `-ing' clause. This pattern is **V on n ing.**

**In the case of spacecraft such as the Space Shuttle, lives depend on such systems working properly.**

<table>
<thead>
<tr>
<th>bank</th>
<th>count</th>
<th>depend</th>
<th>hang</th>
<th>hinge</th>
<th>lean</th>
<th>pivot</th>
<th>rely</th>
<th>rest</th>
<th>ride</th>
<th>turn</th>
</tr>
</thead>
</table>

The verbs **count 2**, **depend 2**, and **rely 1** also have the pattern **V on n for n.** The prepositional phrase beginning with *for* indicates what the person referred to provides or ensures.

**She, too, relied upon him for her safety.**

These three verbs also have the pattern **V on n to-inf**, which is dealt with at the end section.

II.16 The `gamble' group

These verbs are concerned with gambling.

**A greyhound trainer has won *53200,000 from the bookies by betting**
on his own dog.

The preposition on is sometimes followed by a wh-clause.

*Interest rates might go up again, so people are sort of gambling on what's going to happen in the next five or ten years from now.*

In the case of *gamble*, the preposition *on* is sometimes followed by an `-ing' clause.

*They gambled on getting stronger western backing and, this time, they won.*

In the case of *bet* and *gambles*, the preposition *on* is sometimes followed by a noun group and an `-ing' clause. This pattern is V on n-ing.

*Some day the company may pay for the failure to diversify, but do not bet on it happening soon.*

| bet gamble speculate wager |

II.17 The 'work' group

These verbs are concerned with working. The prepositional phrase indicates what the work relates to.

*He was operated on immediately and the assailant's knife removed from his back.*

The verb *collaborate* is a reciprocal verb (see Chapter 6), and has a plural Subject with this pattern.

*After his return to Edinburgh, we collaborated on a musical version of Kingsley Amis’s ‘Lucky Jim’.*

In the case of *collaborate* and *work*, the preposition *on* is sometimes followed by an `-ing' clause.

*Mr Waldegrave said British diplomats were working on solving these problems.*

| collaborate experiment operate toil work |

| beaver away toil away |
The verb *collaborate* also has the patterns *V with n on n* and *V on n with n* (see Chapter 6).

II.18 The `build' group

These verbs are concerned with using something as a basis or exploiting it. We include here *act*, which indicates that someone follows advice or instructions, and *improve*, which indicates that someone produces something better than a previous thing.

> So, *acting on our director's instructions*, we drove off the highway down a rough track that led through the dunes. I think I was too naive at the time. I *didn't capitalize on opportunities*. His classic cocoon-shaped coat with ruched velvet shawl collar simply *cannot be improved on*.

Many of these verbs are sometimes followed by *upon* instead of *on*, especially *act*, *build*, *capitalize*, and *improve*.

> *This year we are building upon that success* to provide an even better and bigger show.

In the case of *cash in*, the preposition *on* is sometimes followed by an `~-ing' clause.

> *In 1979 he was accused of cashing in on being part of the Royal Family.*

II.19 The `feed' group

These verbs are concerned with eating or consuming something. We include here *draw*, *puff*, and *pull*, which are concerned with smoking, and *choke* and *overdose*, which are concerned with the harmful effects of consuming something.

> *He chewed on his toast*, taking his time. *She had nearly choked on the tiny nibble of wedding cake she had tasted*. *Slugs feed on decaying plant and animal material, as well as living plant material such as seedlings and flowers*. *`So what are the options?' Mr Clarke asks, puffing on his small*
cigar.

Some of these verbs are occasionally followed by upon instead of on, especially feast and feed.

Mrs Drake wondered if an alligator were feasting upon Leo's fish.

| binge browse chew choke crunch dine draw feast feed gnaw gorge live munch nibble overdose puff pull snack suck fill up munch away nibble away |

II.20 The `live' group

These verbs are concerned with living or functioning. The prepositional phrase indicates what resources someone or something has which enable them to live or function.

She is getting by on borrowed money. They may not look for work once they are accustomed to living on benefit. I got the idea of making a car that runs on clean gas when visiting a factory where many facilities were operated by air pressure.

In the case of thrive, the preposition on is sometimes followed by an `-ing' clause.

Switzerland has thrived on being different from its neighbours.

| exist live run subsist survive thrive get by |

II.21 The `economize' group

These verbs are concerned with spending less on something or using less of it.

I shall have to economize on clothes, food and other necessities that I've worked for all my life. Pregnant women are still advised to cut down on coffee.

| economize save scrimp skimp cut back cut down |
II.22 The `overspend' group

These verbs are concerned with spending a lot of money, or too much money, on something.

*Don't overspend on your home* and expect to get the money back when you sell.
And why not *splash out on the ultimate luxury of linen sheets?*

<table>
<thead>
<tr>
<th>overspend</th>
<th>splurge</th>
</tr>
</thead>
<tbody>
<tr>
<td>fork out</td>
<td>shell out splash out</td>
</tr>
</tbody>
</table>

II.23 The `focus' group

These verbs are concerned with having or starting to having a particular thing as your focus of attention. A number of these verbs have someone's eyes as the Subject.

*As he sipped his drink, his eye fell on a child's alphabet chart lying on the table.*
*Chomsky tends to focus on well-studied languages like English rather than languages from far afield.*
*Critics have zeroed in on his plan to raise gasoline taxes 10 cents a gallon every year for five years.*

These verbs are sometimes followed by *upon* instead of *on*.

*The film centres upon two prisoners: Gerry Conlon and his father Giuseppe.*

In the case of *centre, concentrate,* and *focus,* the preposition *on* (or *upon*) is sometimes followed by an `-ing' clause.

*He gave up his party duties to concentrate on clearing his name.*

<table>
<thead>
<tr>
<th>alight (Your eyes) centre concentrate fall (Your eyes) fasten fix (Your eyes) focus rest (Your eyes) settle (Your eyes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>home in zero in zoom in</em></td>
</tr>
</tbody>
</table>

II.24 The `call' group

These verbs are concerned with visiting someone.
He went to call on Gianni, who was out. Actually, I can't stay late. I said I'd drop in on someone. A patient.

call
call in drop in look in

II.25 The `check' group

These verbs are concerned with checking a fact or situation.

I'll get somebody to check on the luggage.

check
check up

II.26 The `start' group

These verbs are concerned with starting to do or deal with something.

We're ready to start on the runways.

The verb embark is sometimes followed by upon instead of on.

We want to dispel the idea that at 40, people are too old to embark upon a political career.

embark start

(See also Structure I above.)

II.27 Verbs with other meanings

There are a number of other verbs with this structure.

I mean, even your own personal behavior as a teacher, outside of school hours, reflects on the school itself. Some of Snape's caution had rubbed off on me.

Many of these verbs are sometimes followed by upon instead of on, especially insist.

He began to insist upon a bullet-proof limousine, just for peace of mind.
In the case of *miss out*, the preposition *on* is sometimes followed by an `'-ing' clause.

Reggae band Inner Circle said they were very upset to have missed out on performing at the Carnival.

In the case of *insist 1*, the preposition *on* is sometimes followed by a noun group and an `'-ing' clause. This pattern is *V on n -ing*.

They *insist on three conditions being met*.

(See also Structure I above).

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive with the pattern *be V-ed on*. However, not all verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.

<table>
<thead>
<tr>
<th>act</th>
<th>agree</th>
<th>comment</th>
<th>count</th>
<th>depend</th>
<th>fire</th>
<th>improve</th>
<th>jump</th>
<th>lean</th>
<th>operate</th>
<th>pounce</th>
<th>prey</th>
<th>rely</th>
<th>set</th>
<th>stamp</th>
<th>touch</th>
<th>trample</th>
<th>tread</th>
<th>vote</th>
<th>wait</th>
<th>work</th>
</tr>
</thead>
</table>

(c) The phrasal verb patterns are the same except that there is a particle, *P*, which co-occurs with the verb. The passive pattern, *be V-ed P on*, does not often occur.

Structure III: Verb with Adjunct

*V on n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>on</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>appeared</td>
<td>on</td>
<td>weekend TV talk shows.</td>
</tr>
<tr>
<td>Looters</td>
<td>have descended</td>
<td>on</td>
<td>the suburb where the plane crashed.</td>
</tr>
</tbody>
</table>

Phrasal verbs: *V P on n*
Verb group | Particle | on | noun group
---|---|---|---
Subject | Verb | Adjunct |

The crowd of onlookers closed in on her.

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>III.1 The `converge' group</th>
<th>III.2 The `squat' group</th>
<th>III.3 The `appear' group</th>
</tr>
</thead>
</table>

III.1 The `converge' group

These verbs are concerned with going towards or onto something or someone, literally or metaphorically.

Up to 20,000 fans are expected to **converge on Sweden** for the first games on June 10. As the elephants shake the palms, the nuts **rain down on their backs**. There was clearly no way to **sneak up on the house**.

Many of these verbs are sometimes followed by upon instead of on, especially descend, devolve, and rain down.

Most of the administrative work **devolved upon a more junior minister**.

<table>
<thead>
<tr>
<th>close</th>
<th>converge</th>
<th>descend</th>
<th>devolve</th>
<th>embark</th>
<th>encroach</th>
<th>fall</th>
<th>rain</th>
<th>settle</th>
<th>trespass</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear down</td>
<td>close in</td>
<td>creep up</td>
<td>move in</td>
<td>rain down</td>
<td>sneak up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III.2 The `squat' group

These verbs indicates that someone takes up a squatting or kneeling position.

She **got down on her knees** and began praying. He pulled out some matches, **squatting on his heels**, struck a match and held it towards the wood.

| squat |
| get down | go down |

III.3 The `appear' group
These verbs indicate that someone takes part in a television or radio programme, or in a film.

*He frequently appeared on television,* and wrote regular columns in newspapers on every subject from clothing fashions to the afterlife.

| appear feature go guest |

### III.4 Verbs with other meanings

There are a number of other verbs which have this structure.

‘Well, we took it to the garage for its MOT test and it failed.’ *Did it fail on the clutch?*

The report falls down on analysis and background.

No police representatives will sit on the investigation committee.

Local fishermen had complained that their nets kept snagging on some underwater objects.

Suddenly she tripped on a clump of grass and pitched forward, clutching vainly at a branch to save herself.

In the case of *fall*, the noun group following the preposition *on* refers to a day or date.

*Derby Day fell on the 40th anniversary of the coronation.*

In the case of *teeter*, only a restricted range of nouns are used after the preposition *on*, mainly *brink* and *edge*.

*Their economy is teetering on the brink of collapse.*

| catch fail fall sit snag teeter trip |

| fall down trip up |

### Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has a passive with the pattern *be V-ed on*. However, the passive does not often occur.

c) Phrasal verb patterns are the same except that there is a particle, *P*, which comes after the verb.
Other related patterns

V on/upon n as n/-ing/adj

The verb is followed by a prepositional phrase beginning with on or upon. This is followed by another prepositional phrase which consists of as and a noun group, `ing' clause, or adjective group. The second prepositional phrase indicates what someone regards someone or something as being. The passive pattern is be V-ed on/upon as n/-ing/adj.

**Look on it as a challenge.**

*People who put their own pleasure higher up on the list of priorities are often looked on as selfish or immature.*

look

V on/upon n for n
See meaning group II.15 above.

V on n that
See Ch1 Sec10

V on/upon n to-inf

The verb is followed by a prepositional phrase beginning with on or upon, which is followed by a to-infinitive clause. The passive pattern is be V-ed on/upon to-inf.

Verbs with this pattern belong to the following meaning groups:

1 The `rely' group

These verbs are concerned with hoping or being certain that someone will do something.

*One lesson they may have learned is that they cannot rely on anyone else to fight their battles for them.*

bank count depend rely

2 The `call' group
These verbs are concerned with asking or persuading someone to do something.

So we call on everyone to seize this opportunity and to look at it positively.
Then I stepped down, and John, in fact, had been prevailed upon to take over for a year.

call prevail

V on/upon n wh
See Ch1 Sec11

V on n with n, V with n on n
See Chapter 6.

26 V on to n, V onto n

The verb is followed by a prepositional phrase which consists of on to or onto and a noun group.

This pattern has one structure:

- Verb with prepositional Object
  I held on to the rail.

V on to n, V onto n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>His garden</td>
<td>backs</td>
<td>onto</td>
<td>a school.</td>
</tr>
<tr>
<td>She</td>
<td>was clinging</td>
<td>on to</td>
<td>his arm.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `hold' group
2 The `back' group
3 The `get' group

1 The `hold' group

These verbs are concerned with holding onto something or becoming attached to something, physically or metaphorically.
The Socialists seem desperate to **cling onto power**. The pilot was sucked part of the way out of the window but was saved by two stewards who **held on to his legs**. We had one of those can openers that **hooked onto the wall**. Amanda Fairchild **had latched on to us** on the boat from Newcastle to Bergen the night before.

| / | cling fasten hang hold hook latch slot |

2 The `back' group

These verbs are used when indicating what is next to a building or room.

- We live in a ground floor flat which **backs on to a busy street**.
- On the second floor, two shuttered French doors **opened onto the balcony**.
- French windows **open out onto the garden** from the dining room.

| / | back front lead open open out |

3 The `get' group

These verbs are concerned with starting to talk about a new topic.

- Let's **get on to more important matters**.

| / | come get move get back |

4 Verbs with other meanings

There are a few other verbs which have this pattern.

- **From the moment** Lee Atwater **first burst onto the national political scene** at age 28, **he seemed like an incredible character from a best-selling novel**.
- **Get on to the freight agents** and hustle up a cargo for Australia.

| / | burst come get lead |

Structure information
a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

c) There are only two phrasal verbs with this pattern, *get back* and *open out*. The pattern is **V P on to n** or **V P onto n**.

### 27 V out of n

The verb is followed by a prepositional phrase which consists of *out of* and a noun group. In Structure I, the preposition is followed by an `'-ing' form.

This pattern has three structures:

- Structure I: Verbs in phase
  *She backed out of accompanying him.*
- Structure II: Verb with prepositional Object
  *We ran out of money.*
- Structure III: Verb with Adjunct
  *I checked out of the hotel.*

**Structure I: Verbs in phase**

**V out of `-ing**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>out of</th>
<th><code>-ing</code></th>
<th>Completer</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>chickened</td>
<td>out of</td>
<td>confessing.</td>
<td></td>
</tr>
<tr>
<td>Insurance companies</td>
<td>wriggle</td>
<td>out of</td>
<td>paying</td>
<td>just claims.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with not doing something. This includes:

- not doing something you had planned or promised e.g. *chicken, get*
- stopping doing something e.g. *drop*

*The banks may drop out of lending to sovereign governments.*
*I found myself trying to scheme how I could get out of taking my kid to the beach.*

America had decided to **pull out of financing** the proposed construction of the Aswan Dam.
When the preposition is followed by a noun group, these verbs have Structure II (see meaning group II.1).

Structure information: Verbs in phase

a) The verb is followed by the preposition out of and the `-ing' form of another verb. The verbs are in phase, and together form a complex verb group. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you opt out of voting, the opting and the not voting are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure table above, this is called a Completive. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun group.

b) This structure has no passive.

Structure II: Verb with prepositional Object

V out of n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>had changed</td>
<td>out of</td>
<td>his work clothes.</td>
</tr>
<tr>
<td>They</td>
<td>'ve run</td>
<td>out of</td>
<td>ideas.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `drop' group</th>
<th>II.2 The `fall' group</th>
<th>II.3 The `change' group</th>
<th>II.4 The `grow' group</th>
<th>II.5 The `arise' group</th>
<th>II.6 The `run' group</th>
</tr>
</thead>
</table>

II.1 The `drop' group

These verbs are concerned with not being involved in something. This includes:

- not doing something you had planned or promised e.g. back, chicken
- removing yourself from a situation e.g. bow, drop

We include here want, which indicates that someone wants to escape from a
Actress Julia Roberts has backed out of a *531.8 million movie deal.
He began drinking and dropped out of school.

**II.2 The `fall' group**

These verbs indicate that someone or something stops being in a particular state.

*After the First World War, when heating became very expensive, conservatories fell out of favour.*
*Big computers are going out of fashion.*
*Most economists predict that the economy will pull out of the recession by mid-year.*

**II.3 The `change' group**

These verbs are concerned with taking off your clothes.

This is a productive use, and others verbs of movement, for example *get, step, and wriggle*, occur in this pattern. The verbs given here are the ones which are most frequently used in this way.

*Then she went into the bathroom to get a robe and change out of her wet clothes.*

**II.4 The `grow' group**

This group consists of two senses of the verb *grow*.

*Most girls go through a phase of loving ponies, and most grow out of it.*
*I had to have my older sister's clothes when she grew out of them.*
II.5 The `arise' group

These verbs indicate that one thing develops or results from another.

*The trouble appears to have arisen out of demands that several senior police officers should be forced to stand down.*

*This book grew out of three experiences which happened in 1968.*

II.6 The `run' group

These verbs are concerned with using or selling all you have of something.

*Her doctor was supportive - but the health authority had run out of money.*

*A sign of increased consumer demand is that some retailers have sold out of popular items.*

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

Structure III: Verb with Adjunct

V out of n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>out of</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>had to bail</td>
<td>out of</td>
<td>the aircraft.</td>
</tr>
<tr>
<td>Everyone</td>
<td>piled</td>
<td>out of</td>
<td>the car.</td>
</tr>
</tbody>
</table>

Verbs with this structure all indicate that someone or something comes out of or leaves a place or thing.
On the same day a former police chief broke out of prison and took over police headquarters.
He checked out of his hotel room at nine this morning. However, reports of unrest have continued to filter out of the capital.
‘If we ever move out of this house, we’ll sell everything with it,’ he resolves.

Structure information: Verb with Adjunct
a) The prepositional phrase is an Adjunct.
b) This structure has no passive.

Other related patterns

V out of n adv/prep

The verb is followed by a prepositional phrase beginning with out of. This is followed by an adverb or another prepositional phrase which indicates the state someone is in at the end of a process or event.

She knew she had to control the situation and come out of it well.

come

28 V over n

The verb is followed by a prepositional phrase which consists of over and a noun group. With some verbs, the preposition is sometimes followed by a wh-clause. The passive pattern is be V-ed over.

This pattern has two structures:

- Structure I: Verb with prepositional Object
  Don’t fret over things you can’t change.
- Structure II: Verb with Adjunct
  The plane skimmed over the trees.

Structure I: Verb with prepositional Object
Active voice: V over n

<table>
<thead>
<tr>
<th>Subject</th>
<th>verb group</th>
<th>over</th>
<th>noun group/wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>argued</td>
<td>over</td>
<td>whether to extend the deadline.</td>
</tr>
<tr>
<td>She</td>
<td>brooded</td>
<td>over</td>
<td>what had happened.</td>
</tr>
<tr>
<td>He</td>
<td>ruled</td>
<td>over</td>
<td>a vast kingdom.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed over

<table>
<thead>
<tr>
<th>Subject</th>
<th>verb group</th>
<th>over</th>
<th>Preposition</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Council</td>
<td>is presided</td>
<td>over</td>
<td></td>
<td>by a senior judge.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P over n

<table>
<thead>
<tr>
<th>Subject</th>
<th>verb group</th>
<th>Particle</th>
<th>over</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion</td>
<td>won</td>
<td>out</td>
<td>over</td>
<td>reason.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

I.1 The `argue' group
I.2 The `grieve' group
I.3 The `fuss' group
I.4 The `pore' group
I.5 The `dawdle' group
I.6 The `back down' group
I.7 The `skate' group
I.8 The `prevail' group
I.9 Verbs with other meanings

I.1 The `argue' group

These verbs are concerned with speaking or making sounds. The prepositional phrase indicates what you are talking or making sounds about.

He was still chuckling over the letters with Judith and Chris Fortyne when the telephone rang.
From her first moments in cabaret in the early 1950s, everyone who saw Georgia Brown enthused over her professionalism and her potential.
The Consumers’ Association says people will get the best deal if they haggle over prices.
The verbs argue, bicker, dicker, fight, haggle, quarrel, row, squabble, tussle, and wrangle always or often have a plural Subject with this pattern because they are reciprocal verbs concerned with having an argument or discussion (see Chapter 6). We argued over household chores. In the case of the following preposition over is sometimes followed by a wh-clause: argue, bicker, equivocate, fight, haggle, quarrel, quibble, row, squabble, tussle, wrangle.

The Senate has been quibbling over how much money each state receives as compared to how much each state pays in gas taxes.

Some of these verbs also have the pattern V with n over n: Chapter 6

I.2 The `grieve' group

These verbs are concerned with thinking or feeling. The prepositional phrase indicates what the thought or feeling relates to. We include here differ and disagree, which indicate that people have different views on something.

Fashion editors drooled over every item, from the black wool shaped jackets to the tie-dyed velvet trousers. They have assembled a list of helpful hints for families who are grieving over the death of a loved one.

Differ and disagree are reciprocal verbs (see Chapter 6) and always have a plural Subject with this pattern.

The two have disagreed over the pace of economic reforms.

In the case of the following verbs, the preposition over is sometimes followed by a wh-clause: agonize, brood, deliberate, differ, disagree, dither, fret, muse, ponder, puzzle, ruminate, speculate, waffle, waver.

Many agonized over whether to take the offer. But yesterday Baker said the two sides still disagree over when those meetings should be held.
I.3 The `fuss' group

These verbs are concerned with paying someone too much attention.

*Today they lounge at their record company's UK office as staff fuss over them.*

| cluck | fawn | fuss |

I.4 The `pore' group

These verbs are concerned with reading or studying something.

*We pore over maps and photos, and plot fabulous journeys.*

| browse | pore |

I.5 The `dawdle' group

These verbs are concerned with delaying. The prepositional phrase indicates the issue or thing involved in the delay.

*Don't fuss him if he dawdles over his food.*

*But ministers have been prevaricating over the matter since the outbreak of the crisis.*

| dally | dawdle | prevaricate | procrastinate | stall |

I.6 The `back down' group

These verbs are concerned with changing your attitude or plans. The prepositional phrase indicates the issue or topic involved.

*The British Government has been forced to back down over controversial plans to impose a code of impartiality on independent television broadcasters.*

| compromise |
| back down | climb down |

I.7 The `skate' group
These verbs are concerned with not saying something or not dealing with something properly or thoroughly. The prepositional phrase indicates the words or issue involved.

*He was scathing in his criticism of the way important evidence had been rejected or skated over.*

In addition, he stumbles over words, and it's not uncommon for him to lose his train of thought.

| gloss skate skip stumble |

I.8 The `prevail' group

These verbs are concerned with being in a superior or powerful position. The prepositional phrase indicates who or what the Subject is in charge of or is more powerful than.

*Today, Mr. Corry presides over a company whose fortunes have changed abruptly.*

In the end, good prevailed over evil.

Free-market liberals have won out over soft-hearted social democrats.

| preside prevail reign rule triumph tyrannize |
| win out |

I.9 Verbs with other meanings

There is one other verb with this structure.

*When you're busy all day the last thing you want to do is spend hours slaving over a hot stove.*

| slave |

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive with the pattern be V-ed over. However, not all verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.
c) Phrasal verb patterns are the same except that there is a particle, P, which comes directly after the verb. The passive pattern is *be V-ed P over*, but it does not often occur.

Structure II: Verb with Adjunct

V over n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>over</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A slight smile</td>
<td>flickered</td>
<td>over</td>
<td>his face.</td>
</tr>
<tr>
<td>Sheer walls of limestone</td>
<td>towered</td>
<td>over</td>
<td>us.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with movement, position, or extent, either physical or metaphorical. The prepositional phrase indicates the place, thing, or field of activity involved. With most of these verbs, the Subject is inanimate.

A discernible gloom descended over the former drill hall. Speaking to reporters in a lengthy address after their talks, the two foreign ministers said their talks ranged over many issues. Soon we were skimming over the water. Make sure trailing flexes are kept out of the way behind the furniture so you don't trip up over them. The hair on the back of Luther's neck bristled and a wave of temper washed over him.

Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

c) There is only one phrasal verb with this structure, *trip up*. The pattern is *V P over n*. 
29 V *through* n

The verb is followed by a prepositional phrase which consists of *through* and a noun group. The passive pattern is *be V-ed through*.

This pattern has two structures:

- **Structure I**: Verb with prepositional Object
  
  She was looking through a magazine.

- **Structure II**: Verb with Adjunct
  
  He barged through the crowd.

**Structure I: Verb with prepositional Object**

**Active voice: V *through* n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th><em>through</em></th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the activists</td>
<td>broke</td>
<td>through</td>
<td>a security cordon.</td>
</tr>
<tr>
<td>She</td>
<td>sailed</td>
<td>through</td>
<td>her exams.</td>
</tr>
<tr>
<td>Lloyd</td>
<td>sorted</td>
<td>through</td>
<td>the entire batch.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed *through***

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th><em>through</em></th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The floor</td>
<td>will have to be</td>
<td>through.</td>
<td></td>
</tr>
<tr>
<td>Every available Russian</td>
<td>was flicked</td>
<td>through.</td>
<td>over the weekend.</td>
</tr>
<tr>
<td>magazine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>I.1 The ‘live’ group</th>
<th>I.2 The ‘look’ group</th>
<th>I.3 The ‘smash’ group</th>
</tr>
</thead>
</table>

**I.1 The ‘live’ group**

These verbs are concerned with experiencing something or coping with something in a particular way.
The third seed Jennifer Capriati breezed through her opening match to beat Erika de Lone of the United States 6-4, 6-love in just 50 minutes.

Life was unbelievably hard. 'I wouldn't go through that again,' says Gill with feeling. 'I honestly didn't realise how rough it would be.' Another day to be lived through.

I.2 The `look' group

These verbs are concerned with reading or searching, usually in a careful or casual way, which involves looking at a lot of items.

Walsh took the note, glanced through the text, then handed it back without comment.
When she was out, Sylvie had gone through her cases and found the black wig, a hypodermic syringe and ampoules. I've been looking through this handbook, but it doesn't mention anything that fits the description. 
Mysteriously, nothing had been stolen, though their drawers had been rifled through.

I.3 The `smash' group

These verbs are concerned with making a hole or breaking a barrier. We include here poke, which indicates that part of something appears through a hole or opening.

Drill through the joint from below.
I could see a rifle poking through an open door.
The thieves used a sledgehammer to smash through barred and shuttered dining room windows at 11pm on Saturday.

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.
b) This structure has a passive with the pattern **be V-ed through**. However, it does not often occur. The verbs most frequently used in the passive are *go* and *live* in meaning group 1, the verbs in meaning group 2, and *cut* and *drill* in meaning group 3.

**Structure II: Verb with Adjunct**

\[ V \text{ through } n \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughts of arson</td>
<td>flitted</td>
<td>through</td>
<td>my head</td>
</tr>
<tr>
<td>The other swimmers</td>
<td>plough</td>
<td>through</td>
<td>the water.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `filter' group
II.2 The `flash' group

II.1 The `filter' group

These verbs are concerned with moving or travelling through a place, thing, or group of things. We include here *permeate 1* and *run 29*, which indicate that something exists throughout a place, thing, or group.

*He can cut through backyards* and end up on Royal Avenue. But he's not supposed to.

*The sunlight filtered through the trees* onto soggy green vegetation. Indeed the theme that *runs through his entire oeuvre* is that of role play.

| barge cut filter permeate plough run shoulder slice sweep thread |

II.2 The `flash' group

These verbs indicate that someone has a thought or feeling, usually briefly. The Subject indicates the thought or feeling, and the noun group after *through* is usually something like *my mind* (in the case of a thought) or *me* or *my body* (in the case of a feeling).

*A ludicrous thought flashed through Harry's mind*: what on earth
was he going to do even if he did manage to stop them?
A convulsive shudder ran through his body.

flash flit race run surge wash

Structure information: Verb with Adjunct

- The prepositional phrase is an Adjunct.

b) This structure has no passive.

30 V to n

The verb is followed by a prepositional phrase which consists of to and a noun group. With some verbs, the preposition is sometimes followed by an `ing' clause. The passive pattern is be V-ed to.

This pattern has three structures:

- Structure I: Verb with prepositional Complement
  *Her expression changed to one of horror.*
- Structure II: Verb with prepositional Object
  *I apologized to him.*
- Structure III: Verb with Adjunct
  *We moved to London.*

Structure I: Verb with prepositional Complement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The club's deficit</td>
<td>amounted</td>
<td>to</td>
<td>536596.</td>
</tr>
<tr>
<td>Inflation</td>
<td>has fallen</td>
<td>to</td>
<td>4.1 per cent.</td>
</tr>
<tr>
<td>His embarrassment</td>
<td>turned</td>
<td>to</td>
<td>anger.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>I.1 The `change' group</th>
<th>I.2 The <code>increase' and </code>decrease' group</th>
<th>I.3 The `amount' group</th>
</tr>
</thead>
</table>

I.1 The `change' group
These verbs indicate that something changes to something else. The verbs convert, shade, and turn are link verbs (see Chapter 5).

- Stir until the mixture changes to a smooth paste.
- It has a tennis court that effortlessly converts to an ice hockey rink in the winter.
- Her voice dropped to a whisper.
- A couple of months later, their euphoria had turned to gloom.

The verbs change and turn also have the pattern V from n to n. See Ch2 Sec18

I.2 The `increase' and `decrease' group

These verbs indicate that a quantity, level, or thing increases or decreases. The prepositional phrase indicates the final quantity or level. The noun group following the preposition to is always an amount. This pattern is V to amount.

- We are pushing for interest rates to come down to 8 per cent at least and perhaps even 5.
- Sales decreased to $2.1 billion.
- Average tea prices in London have fallen to 105 pence a kilo, the lowest for three months.
- The number of people injured has increased to almost a thousand, according to the country's radio station.

I.3 The `amount' group

These verbs are used when indicating a total or the result of a calculation. They are link verbs (see Chapter 5). The noun group following the preposition to is always an amount. This pattern is V to amount.

- He said defence spending amounted to 17,600 million rupees this year.
- In 1894 Hamilton scored 196 runs, which averaged out to slightly more than 1 per game.
I.4 Verbs with other meanings

There are two other verbs which have this structure. The verb *amount* is a link verb (see Chapter 5).

*This amounts to a major concession by the authorities.*

Structure information: Verb with prepositional Complement

a) The prepositional phrase is the prepositional Complement.

b) This structure has no passive.

c) There are only three phrasal verbs with this structure, *add up*, *average out*, and *boil down*. The pattern is \textbf{V P to amount}.

Structure II: Verb with prepositional Object

Active voice: \textbf{V to n/-ing}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>admits</td>
<td>to</td>
<td>having self-doubts.</td>
</tr>
<tr>
<td>I</td>
<td>apologized</td>
<td>to</td>
<td>her.</td>
</tr>
<tr>
<td>Joe</td>
<td>beckoned</td>
<td>to</td>
<td>his brother.</td>
</tr>
<tr>
<td>He</td>
<td>did not return</td>
<td>to</td>
<td>the subject.</td>
</tr>
</tbody>
</table>

Passive voice: \textbf{be V-ed to}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>These rules</td>
<td>must be adhered</td>
<td>to.</td>
<td></td>
</tr>
</tbody>
</table>
We're being lied to every day.

Phrasal verbs: V P to n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>to</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't give</td>
<td>in</td>
<td>to</td>
<td></td>
<td>their demands.</td>
</tr>
<tr>
<td>Half of them</td>
<td>owned</td>
<td>up</td>
<td>to</td>
<td>having revealed their friends' secrets.</td>
</tr>
<tr>
<td>She</td>
<td>never</td>
<td>talked</td>
<td></td>
<td>students.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1 The `talk' group</td>
<td>II.9 The `agree' group</td>
<td>II.17 The `adapt' group</td>
</tr>
<tr>
<td>II.2 The `admit' group</td>
<td>II.10 The `subscribe' group</td>
<td>II.18 The `react' group</td>
</tr>
<tr>
<td>II.3 The `swear' group</td>
<td>II.11 The `stick' group</td>
<td>II.19 The `attend' group</td>
</tr>
<tr>
<td>II.4 The `point' group</td>
<td>II.12 The `cling' group</td>
<td>II.20 The `knuckle down' group</td>
</tr>
<tr>
<td>II.5 The `refer' group</td>
<td>II.13 The `affiliate' group</td>
<td>II.21 The `lend' group</td>
</tr>
<tr>
<td>II.6 The `condescend' group</td>
<td>II.14 The `come' group</td>
<td>II.22 The `cotton on' group</td>
</tr>
<tr>
<td>II.7 The `beckon' group</td>
<td>II.15 The <code>progress' and </code>switch' group</td>
<td>II.23 The `listen' group</td>
</tr>
<tr>
<td>II.8 The `submit' group</td>
<td>II.16 The `turn' group</td>
<td>II.24 The `correspond' group</td>
</tr>
</tbody>
</table>

II.1 The `talk' group

These verbs are concerned with speaking or writing. The prepositional phrase indicates who someone speaks or writes to. We include here propose, which indicates that someone asks someone else to marry them; read, which indicates that someone reads something aloud to someone; and whistle, which indicates that someone calls an animal by whistling. The verbs chat, speak 6, and talk are reciprocal verbs (see Chapter 6).

`Don't lie to me,' she shouted.
She was certain that in the next few months he would propose to her.
You had better attend to the issue of the unauthorized cleaning and report back to me in writing.
Hello. Can I speak to the doctor on call, please. He needed to talk to someone.

In the case of mumble and mutter, the noun group following the preposition is usually a reflexive pronoun. This pattern is V to pron-refl.

Finally the woman closed her eyes and began to mumble to herself.

Most of these verbs also have the patterns V to n about n and V about n to n. A prephrase beginning with about is used after or, less frequently, before the prepositional phrase beginning with to. It indicates the topic of the speech or writing.

She says when she complained to her supervisor about the behaviour, no action was taken. He was forced to change his plea after he bragged about the killing to a pal in jail.

A few of these verbs also have the pattern V to n for n, which is explained at the end of this section.

II.2 The `admit' group

These verbs are concerned with admitting something. The prepositional phrase indicates what someone admits doing.

Within a week two young men had confessed to the crime and been arrested. Unfortunately, for obvious reasons officials who are responsible for public safety do not always own up to their shortcomings.

The preposition to is sometimes followed by an `ing' clause.

The most co-operative men in Europe are to be found in the former East Germany, where only 42.7 per cent admitted to being useless around the house.
II.3 The `swear' group

These verbs are concerned with saying firmly or formally that something happened, exists, or is true.

\[
\text{But he didn't plant that key here, or make you an anonymous call. I'm prepared to swear to that.}
\]

The preposition to is sometimes followed by an `-ing' clause.

\[
\text{Eva testified to having seen Herndon with his gun on the stairs.}
\]

II.4 The `point' group

These verbs are concerned with showing that something happened, exists, or is true. The Subject is inanimate.

\[
\text{She can't remember committing the murder, although all the evidence points to her guilt.}
\]
\[
\text{The range of products available also testifies to a widespread dissatisfaction with traditional remedies.}
\]

II.5 The `refer' group

These verbs are concerned with referring to something.

\[
\text{The spokesperson also referred to the traumatic effects of the arrest on the mother and children.}
\]

II.6 The `condescend' group

These verbs also have the pattern \text{V to n as n}. The prepositional phrase beginning with \text{w} indicates what someone or something is called.

\[
\text{She always referred to the murder as `that business'.}
\]
These verbs are concerned with speaking to someone in a way that shows a superior or disrespectful attitude towards them.

Although Moffett makes his field attractive through the pictures and a simple, lively style, he does not condescend to his readers. We’re willing to work with them. But we’re not going to be dictated to by them. He was also an excellent teacher, who never talked down to his pupils, and who was invariably courteous, kind, and considerate.

condescend dictate
talk back talk down

II.7 The `beckon' group

These verbs are concerned with communicating with someone by means of a gesture or movement.

He beckoned to Egan, who followed him out into the hall. Surya bowed to Danlo and said, 'I'm honoured to make your acquaintance.'

beckon bow curtsy mime nod signal wave

II.8 The `submit' group

These verbs are concerned with submissive behaviour. This includes:

• behaving in a humble or ingratiating way e.g. grovel, suck up
• giving in on an issue e.g. submit, yield

The Government will not bow to pressure from the Right. He's repeated that France will not give in to US demands to reduce EC agricultural subsidies. You strongly imply that we kowtow to advertisers. Nothing could be further from the truth. We cannot and will not submit to those forces who wish to panic our city and who disregard the value of human life. She kept sucking up to the teachers, especially Mrs Clements and Miss Pearson.

bend bow capitulate defer genuflect grovel kowtow pander submit succumb surrender toady yield
II.9 The `agree' group

These verbs are concerned with agreeing that something can happen.

*With characteristic astuteness, he spoke separately to all those involved, leading them to believe that he *would* soon *accede* to their request.*

A scheme to share the costs between insurers and taxpayers *has been agreed to,* but Parliament has yet to approve it.

*Doctors faced with an adult patient's refusal to *consent* to proposed *treatment* had to consider the true scope and basis of that refusal.*

II.10 The `subscribe' group

These verbs are concerned with holding a particular belief.

*They regard anyone who *does not adhere* to their beliefs* as being `inferior.'

*I've personally never *subscribed* to the view that either sex is *superior* to the other, but I do believe that we're different.*

II.11 The `stick' group

These verbs are concerned with obeying a rule or keeping an agreement.

*If the appropriate codes of practice or building codes *had been adhered* to, then, in fact, the damage that was sustained in this event could have been significantly reduced.*

*He concedes that there are no firm guarantees that the different political parties *will stick* to their agreement.*

II.12 The `cling' group
These verbs are concerned with holding onto something, or being or becoming attached to something, either physically or metaphorically.

*Delegates at the Conference have accused the President of attempting to** cling to power **by any means possible, including assassinating his opponents.**

*This rattle with three bears will keep babies amused for longer. It** clips to buggies and carrycots.** The stuff** sticks to your teeth.**

| adhere | attach | bind | cleave | cling | clip | connect | mould | stick |

The verbs hang on and hold on are included in Section 26 above (**V on to n**).

**II.13 The `affiliate' group**

These verbs are concerned with joining a group or organization.

*But the government recently liberalised industrial relations, allowing trade unions the option not to** affiliate to the Congress of Trade Unions.**

*The Liberal Democrats were reeling last night after one of their candidates** defected to Labour** just a day before polling.**

| affiliate | defect | sign | transfer |

| go over |

**II.14 The `come' group**

These verbs indicate that something comes to someone or someone gets something. We include here come 11, occur, and come back, which indicate that a thought comes into someone's mind.

*The attention they deserve will come to them quite naturally.** No problem.

*I had rather forgotten what the garden looked like, but as Patty described it, it all came back to me.**

*At the end of the lease, the properties revert to Community Housing, which can sell them on the open market.**

| accrue | come | fall | go | occur | pass | revert | transfer |

| come back |
II.15 The `progress' and `switch' group

These verbs are concerned with starting to be in a different situation. This includes:

- doing something different
- starting to have, use, or deal with something different e.g. switch
- going back to a previous situation e.g. return, revert

Of all the conventional farmers around here, he's the best. In his heart I know he'd like to change over to the organic method we're using. Daniel forced himself to concentrate. But it was no use. His mind kept flashing back to the previous night.

In various interviews with the media today, he explained why he agreed to return to his old job as foreign minister.

He shot to fame with `Hello Darling', but his follow-up releases failed to achieve the same success.

Eat as much freshly prepared or raw food as you can and switch to low-fat, wholemeal foods wherever possible.

The preposition to is sometimes followed by an `ing' clause.

The graduate trainee may progress to dealing i.e. working in the trading office of a broker.

II.16 The `turn' group

These verbs are concerned with starting to talk about a different topic. We include here keep, which indicates that someone continues talking about the same topic, and skip, which indicates that someone misses out part of an account they are giving or something they are reading.

Going back to sentencing, I think magistrates' courts in particular are much too lenient with their sentencing.

Before you say that you know your skin type, and skip to the next chapter, let me tell you that the odds are in favor of your being wrong.
in your assessment.
Let us now turn to the problem of compensating the population for higher food prices.

II.17 The `adapt' group

These verbs are concerned with adapting to a new situation.

NATO is clearly trying to show it can adapt to the changes in Europe.
At first Maria could not adjust to life in London.

II.18 The `react' group

These verbs are concerned with reacting or responding to something that has happened or been done.

One of the first world leaders to react to the news from Moscow was the British Prime Minister.
By the end of the day, Sri Lanka, replying to Australia's 256, had made 265 for three wickets.

II.19 The `attend' group

These verbs are concerned with dealing with something or serving someone.

He added that the President had left the meeting early to attend to other matters.
He ministered to the survivors and explored the uninhabited island. He told me, `Well, don't worry about it, I'll see to it.'

attend cater minister see tend

II.20 The `knuckle down' group

These verbs are concerned with starting or continuing a task.

If you'll excuse me, I really have to get back to work.
Right, lads, let's get down to work.
He then returned to his examination of the distant vessel.

The preposition to is sometimes followed by an `-ing' clause.

I knew I needed a house for Rebecca to be independent in, so I knuckled down to getting it for her.

return turn
buckle down get around/round get back get down go back knuckle down settle down

II.21 The `lend' group

These verbs are concerned with giving, lending, or selling something to someone. The thing given or sold is not explicitly mentioned.

The results of a survey released today show that Americans are still giving to charity despite hard economic times.
However, although he has recovered from recent ill-health, he has decided the time is right to hand over to a younger man.
In this climate, banks were eager to lend to anybody with a good business idea.
The vendor finally agreed to sell to me for *53158,000, provided contracts could be exchanged within a week.

contribute give lend pass sell subscribe
hand over

II.22 The `cotton on' group

These verbs are concerned with becoming aware of something.
Others later cottoned on to the song's potential.
Sun-worshippers have wised up to the fact that a tan is an indicator of skin damage.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>awaken</td>
<td>To become aware or conscious of something</td>
</tr>
<tr>
<td>catch on</td>
<td>To become aware or conscious of something</td>
</tr>
<tr>
<td>cotton on</td>
<td>To become aware or conscious of something</td>
</tr>
<tr>
<td>tune in</td>
<td>To become aware or conscious of something</td>
</tr>
<tr>
<td>wake up</td>
<td>To become aware or conscious of something</td>
</tr>
<tr>
<td>wise up</td>
<td>To become aware or conscious of something</td>
</tr>
</tbody>
</table>

II.23 The `listen' group

These verbs are concerned with listening to something or someone.

*I don't concentrate on what songs mean when I listen to them.*
When I joined the Post Office, I signed a formal notice to say I would not listen in to telephone conversations.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
<td>To pay attention to someone or something</td>
</tr>
<tr>
<td>listen in</td>
<td>To pay attention to someone or something</td>
</tr>
<tr>
<td>tune in</td>
<td>To pay attention to someone or something</td>
</tr>
</tbody>
</table>

II.24 The `correspond' group

These verbs indicate that one thing is similar to another or is linked to it in some way. This includes:

- resembling something
- matching a description, idea, or standard
- having a connection with something

The verbs correlate, correspond, relate, and match up +5 are reciprocal verbs (see Chapter 6) or ergative reciprocal verbs (see Chapter 8).

The hitchhiker was on the Portmarnock to Balgriffin road, and he answered to Rory's description.
It consists of three slabs inscribed on both sides with a text that approximates to Latin.
That number corresponds to a telephone number on this list he gave me.
How does your job measure up to your ideal?

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer</td>
<td>To respond to a question or request</td>
</tr>
<tr>
<td>approximate</td>
<td>To be close to or nearly equal to</td>
</tr>
<tr>
<td>conform</td>
<td>To be similar to or match something</td>
</tr>
<tr>
<td>correlate</td>
<td>To be similar to or match something</td>
</tr>
<tr>
<td>correspond</td>
<td>To be similar to or match something</td>
</tr>
<tr>
<td>equate</td>
<td>To be equal to or the same as</td>
</tr>
<tr>
<td>relate</td>
<td>To be connected to or related to</td>
</tr>
<tr>
<td>stack up</td>
<td>To be greater in amount or size</td>
</tr>
</tbody>
</table>

II.25 The `relate' group
These verbs indicate that one thing relates to another.

The perjury charge relates to allegations that Berry lied under oath to an insurance company investigator.

II.26 Verbs with other meanings

There are a number of other verbs which have this structure.

This is money which belongs to the members and should be carefully nurtured.
He said that that his main task at the moment was to retake the town of Tappita which fell to the rebels on the 28th of March.
What happened to James?
These men worry when it comes time to compete for loans, these small farmers will lose out to urban businessmen. Britain objected to the idea when it was first put forward by President Mitterrand at the G7 summit in Munich.

In the case of aspire, commit, object, and resort, the preposition to is sometimes followed by an `ing' clause.

This law was prompted by fears that poor people might resort to selling their body parts for hard cash.

In the case of lead, the preposition to is sometimes followed by a noun group and an `ing' clause. This pattern is V to n -ing.

The popularity of the fax has led to large sums being invested in its development.

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed to. However, not all
verbs with this structure are used in the passive. The following verbs are the ones which are most frequently passive.

| adhere | agree | allude | attend | attest | cater | dictate | lie | listen | object | refer | respond | see | speak |


\textit{c)} Phrasal verb patterns are the same except that there is a particle, \( P \), which comes after the verb. The passive pattern, \textit{be V-ed P to}, does not often occur.

\textbf{Structure III: Verb with Adjunct}

\( V \to n \)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>lived</td>
<td>to</td>
<td>the age of 80.</td>
</tr>
<tr>
<td>Daniel</td>
<td>had moved</td>
<td>to</td>
<td>Los Angeles.</td>
</tr>
</tbody>
</table>

\textbf{Phrasal verbs: V P \( \to n \)}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our association</td>
<td>goes</td>
<td>back</td>
<td>to</td>
<td>the early 1970's.</td>
</tr>
<tr>
<td>They</td>
<td>went</td>
<td>round</td>
<td>to</td>
<td>Sue's house.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

| III.1 The `move' group | III.2 The `stretch' group | III.3 The `bleed to death' and `sweep to victory' group |

\textbf{III.1 The `move' group}

These verbs are concerned with going to or reaching a place. We include here \textit{come up} and \textit{cuddle up}, which indicate that someone moves close to someone else.

\textit{What does make me uncomfortable is when people \textit{come up to me} and say: `I love your clothes.'}

\textit{The flats are well positioned for young couples or single people who \textit{commute to London}.}
As soon as I heard this I went round to his mother's house to give what comfort I could.

We were going to move to Florida, but then he got sick so now I'm going alone.

III.2 The `stretch' group

These verbs are used to indicate that something extends to a particular point or lasts until a particular time. We include here date back and go back, which are used to indicate that something began or was made at a particular time in the past.

The beautiful gardens date back to the 14th century and are the same age as the original building.
I may live to a ripe old age, but who knows.
The waters stretched to the horizon, marred only by the twenty-four-mile Causeway.

III.3 The `bleed to death' and `sweep to victory' group

With each of these verbs, only one or two specific nouns can occur in the prepositional phrase.

The verbs bleed, choke, freeze, haemorrhage, and starve are followed by to death.

Reports say he bled to death after a bullet severed a main artery in his thigh.

The verbs brake, grind, pull, and shudder are followed by to a halt or to a stop.

Egan braked to a halt at the end of a pier overlooking an old boat basin.

The verbs drift off, drop off, and nod off are followed by to sleep.
She *drifted off to sleep* before he could reply.

The verbs *coast, cruise, and sweep* are followed by *to victory or to a win*.

*His socialist government swept to victory in the general election in June.*

The verb *come* is followed by *to court*.

*When this case comes to court the owners face a maximum penalty of *53800.*

The verb *open* is followed by *to the public*.

*The show opens to the public at 3.45 pm.*

The verb *retire* is followed by *to bed*.

*Some time after midnight, he retired to bed.*

The verb *spring* is followed by *to life*.

*He says the economy won't spring to life on its own.*

| bleed brake choke coast come cruise freeze grind haemorrhage open pull retire shudder spring starve sweep drift off drop off nod off |

III.4 The ‘wake’ group

These verbs are concerned with waking up. The prepositional phrase indicates what is happening when someone wakes up.

*One night I woke to the sound of policemen banging on the door.*

| awake awaken wake |

III.5 Verbs with other meanings

There are a number of other verbs which have this structure.

*The city resounds to the heavy thud of artillery and tank fire. When I was about five years old, I remember very vividly singing along to a Loretta Lynn record along with my mother.*
Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Other related patterns

V about n to n
See meaning group II.1 above.

V for n to n
See V to n for n below.

V to n about n
See meaning group II.1 above.

V to n as n
See meaning group II.5 above.

V to n for n, V P to n for n
The verb is followed by two prepositional phrases, the first beginning with to and the second beginning with for. With the phrasal verb, there is a particle after the verb.

Most verbs with this pattern are concerned with asking someone for something.

Detectives **have appealed to the public for information on the missing girl.**

**Write to the appropriate tourist office for details.**

appeal apply pray write write off

There is one other verb which has this pattern. The prepositional phrase
indicates why someone apologizes.

She **apologized to them for the delay.**

apologize Appeal and apply also have the pattern V for n to n, but this does not often occur.

V to n that
See Ch1 Sec10

V to n to-inf

The verb is followed by a prepositional phrase beginning with to, and a to-infinitive.

Verbs with this pattern are concerned with saying or indicating with a gesture that you want someone to do something.

*He appealed to them not to go in for revenge and provoke civil war.*
*He gestured to Marcia to sit down.*

appeal gesture motion nod signal

V to n with n
See meaning group II.18 above.

V to n with quote
See Ch1 Sec13

V to num

The verb is followed by a prepositional phrase consisting of to and a number.

*Chavez and all the others counted to ten before coming back up.*

count

**31 V towards/toward n**
The verb is followed by a prepositional phrase which consists of towards or toward and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause.
This pattern has one structure:

- Verb with prepositional Object
  
  *We are heading towards war.*

**V towards/toward n/-ing**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>towards/toward</th>
<th>prepositional Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>was leaning</td>
<td>towards</td>
<td>the French view</td>
</tr>
<tr>
<td>We</td>
<td>are racing</td>
<td>towards</td>
<td>complete economic collapse</td>
</tr>
<tr>
<td>Bernard</td>
<td>worked</td>
<td>towards</td>
<td>reversing these attitudes</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1. The `head' group
2. The `tend' group
3. The `strive' group
4. The `help' group
5. The `cool' group
6. Verbs with other meanings

1. The `head' group

These verbs indicate that someone or something is going to be in a particular state or situation, or is going to do a particular thing.

*The ruling party seems to be heading towards a resounding defeat.*

*The steady increase in asthma deaths is one reason why doctors are shifting towards greater use of preventative drugs, rather than short-term relief.*

With most of these verbs, the preposition towards is occasionally followed by an `-ing' clause.

*The two political parties which form Liechtenstein's government have been edging towards joining the UN for twenty years.*

2. The `tend' group

These verbs indicate that someone or something is likely to have a particular characteristic or opinion, or to do a particular thing.
They're very anxious, and they **tend towards depression**.

| incline lean tend |

3 The `strive' group

These verbs are concerned with trying to achieve something.

> Vision scientists are **groping towards an understanding of what the brain does when it sees - or conjures up - an image**. Students participating in the programme are encouraged to **strive towards a high level of achievement**.

The preposition *towards* is sometimes followed by an `-ing' clause.

> We need to **work towards giving women and children the power and resources to protect themselves**.

| grope strive work |

4 The `help' group

These verbs indicate that something is partly responsible for something happening or being achieved. We include here **contribute 3**, which indicates that someone is partly responsible for paying for something.

> People from the neighbourhood **have contributed towards the cost of the shrine**. The slowing down of the domestic economy **helped towards the improvement in exports**.

The preposition *towards* is sometimes followed by an `-ing' clause.

> The document they have drafted **should help towards finding a solution to the crisis**.

| contribute count help lead |

5 The `cool' group

These verbs are concerned with a change in someone's attitude. The prepositional phrase indicates the person or thing their attitude relates to.
When Stephanie didn't return his calls, David thought she had cooled towards him.

| cool soften warm |

6 Verbs with other meanings

There are two other verbs which have this pattern.

These men gravitate towards trendy clubs. Steve Homans and his colleagues are looking towards ways in which arthritis could be prevented.

| gravitate look |

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

32 V under n

The verb is followed by a prepositional phrase which consists of under and a noun group.

This pattern has one structure:

- Verb with prepositional Object

  He is smarting under his recent humiliation.

V under n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>under</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin</td>
<td>chafed</td>
<td>under</td>
<td>this arrangement.</td>
</tr>
<tr>
<td>Many campaigners</td>
<td>have been labouring</td>
<td>under</td>
<td>an illusion.</td>
</tr>
</tbody>
</table>

Most verbs with this pattern indicate that someone is experiencing something troublesome, worrying, or upsetting, or indicate how they are coping with it.

Did your informant say how the cosmonauts were bearing up under
Mr White resigned two weeks ago amid reports that he was chafing under the company's new ownership.

But last summer's recovery was aborted for one simple reason: consumers were groaning under the weight of cripplingly high interest rates.

Verbs with other meanings

There are two other verbs which have this pattern.

The bar counter groans under the weight of huge plates of the freshest fish, giant crabs and live lobsters.

Despite their radically different backgrounds, both authors labour under the strange delusion that the world is run by feminists.

Structure information

a) The prepositional phrase is the prepositional Object.

b) This structure has no passive.

c) There is only one phrasal verb with this structure, bear up. The pattern is V P under n.

33 V with n

The verb is followed by a prepositional phrase which consists of with and a noun group. In Structure I, the preposition is followed by an `-ing' form. The passive pattern is be V-ed with.

Many verbs with this pattern are reciprocal verbs. With these verbs, the prepositional phrase indicates one of the people, things, or groups involved in an activity or situation. These verbs are dealt with in Chapter 6, and are not included in the lists in this section.

This pattern has three structures:
• Structure I: Verbs in phase
  They will proceed with building the model.
• Structure II: Verb with prepositional Object
  I sympathize with them.
• Structure III: Verb with Adjunct
  They screamed with laughter.

Structure I: Verbs in phase

V with -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>with</th>
<th>-ing</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The volunteers</td>
<td>will help</td>
<td>with</td>
<td>teaching</td>
<td>English.</td>
</tr>
<tr>
<td>NATO</td>
<td>will not proceed</td>
<td>with</td>
<td>modernising</td>
<td>existing short-range weapons.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P with -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>with</th>
<th>-ing</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EC commission</td>
<td>will go</td>
<td>ahead</td>
<td>with</td>
<td>drafting</td>
<td>a formal proposal.</td>
</tr>
<tr>
<td>We</td>
<td>should press</td>
<td>on</td>
<td>with</td>
<td>identifying</td>
<td>our requirements.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

I.1 The `proceed' group

These verbs are concerned with doing something that you had planned to do.

  I couldn't get on with clearing up in the kitchen because they kept quarrelling.
  A Treasury spokesman said the consultant’s list of options would give a clearer idea on how to proceed with overhauling the Treasury building.

proceed
get on go ahead go through press on push ahead

When the preposition is followed by a noun group, these verbs have Structure II: see
I.2 The `help' group

These verbs are concerned with helping someone to do something.

They can also assist with organising car hire, ferry tickets, and flights to Geneva.
They help with feeding the cows.

<table>
<thead>
<tr>
<th>assist</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>help out</td>
<td>muck in</td>
</tr>
</tbody>
</table>

When the preposition is followed by a noun group, these verbs have Structure II: see meaning group II.13.

Structure information: Verbs in phase

a) The verb is followed by the preposition with and the `-ing' form of another verb. The verbs are in phase, and together form a complex verb group. This means that the actions or states expressed by the two verbs cannot be separated from each other. For example, if you proceed with making something, the proceeding and the making are not two processes, but one.

The complex verb group is followed by a group, phrase, or clause which completes the pattern of the second verb. In the structure tables above, this is called a Completive. For example, if the second verb is normally followed by a noun group, then the Completive of the complex verb group will be a noun group.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which comes after the verb.

Structure II: Verb with prepositional Object

Active voice: V with n
<table>
<thead>
<tr>
<th>The plane collided with a pine tree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can't cope with relationships.</td>
</tr>
<tr>
<td>The place was crawling with people.</td>
</tr>
<tr>
<td>I fiddled with the radio.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed with*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>with</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The matter</td>
<td>has been dealt</td>
<td>with.</td>
<td></td>
</tr>
<tr>
<td>The phone</td>
<td>had been tampered</td>
<td>with.</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: *V P with n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>'re going</td>
<td>ahead</td>
<td>with</td>
<td>the project.</td>
</tr>
<tr>
<td>I</td>
<td>can't go</td>
<td>along</td>
<td>with</td>
<td>this plan.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed P with*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>with</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The present system</td>
<td>should be done</td>
<td>away</td>
<td>with.</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Meaning</th>
<th>Group</th>
<th>Meaning</th>
<th>Group</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1</td>
<td>The `brim' group</td>
<td>II.8</td>
<td>The `sympathize' group</td>
<td>II.15</td>
<td>The `twiddle' group</td>
</tr>
<tr>
<td>II.2</td>
<td>The `glisten' group</td>
<td>II.9</td>
<td>The `associate' group</td>
<td>II.16</td>
<td>The `abscond' group</td>
</tr>
<tr>
<td>II.3</td>
<td>The `echo' group</td>
<td>II.10</td>
<td>The `cope' group</td>
<td>II.17</td>
<td>The `break' group</td>
</tr>
<tr>
<td>II.4</td>
<td>The `fit in' group</td>
<td>II.11</td>
<td>The `continue' group</td>
<td>II.18</td>
<td>The `catch up' group</td>
</tr>
<tr>
<td>II.5</td>
<td>The <code>agree' and </code>disagree' group</td>
<td>II.12</td>
<td>The `dabble' group</td>
<td>II.19</td>
<td>The `rankle' group</td>
</tr>
</tbody>
</table>
II.1 The `brim' group

These verbs indicate that something has or contains a lot of something else, or that someone is full of a quality or feeling. We include here fill and fill up, which indicate that something becomes full of something else.

*By the end of the day, Juliana was brimming over with new-found confidence.*
*The town was crawling with visitors today.*
*Both horse and rider were dripping with sweat within five minutes. Catherine's eyes filled with tears.*

II.2 The `glisten' group

These verbs indicate that something is bright or shining. The prepositional phrase indicates the cause or nature of the brightness.

*The room was blazing with light.*

The tanned skin of his arms and face glistened with sweat.

II.3 The `echo' group

These verbs indicate that a place has a lot of sound in it.

*After dark, the pubs and inns echo with music and laughter.*

II.4 The `fit in' group

These verbs are concerned with being compatible with something else, or like something else. We include here comply and conform, which indicate that
something is done in accordance with a rule or someone's wishes.

The state where a ship is registered is also responsible for seeing that all its craft **comply with international regulations.**

Nearly all chores can wait or be organised to **fit in with a weekly schedule.**

Her economic and social class **did not square with her socialism.**

Choose shades which **tone in with your natural colouring** - warm browns for dark skins, peach for medium skins and dusky pinks for fair skins.

II.5 The `agree' and `disagree' group

These verbs are concerned with agreeing or disagreeing with something such as a plan. We include here **play along**, which indicates that someone pretends to agree with something.

**Not everyone agreed with his conclusions.**

**I do not disagree with this viewpoint.**

The three main political parties are likely to **go along with the plan**, despite some private reservations.

II.6 The `remonstrate' group

These verbs are concerned with speaking to someone in a particular way.

**You can't actually reason with those people** because they don't want to **be reasoned with.**

A man **remonstrated with them** but they shouted obscenities at him, so he fetched two policemen.

Many other verbs with this meaning, for example **gossip**, **speak**, and **talk**, are **reciprocal verbs** (see Chapter 6).
II.7 The `check' group

These verbs are concerned with checking something. The prepositional phrase indicates who you ask about the thing you are checking.

*Remember, these signs do not necessarily mean malignant melanoma but it's best to **check with your doctor** to make sure.*

| check double-check |

II.8 The `sympathize' group

These verbs are concerned with feeling sympathy or feeling a connection with someone else.

*I really **sympathize** with the two officers that had to make that decision.*

| empathize identify sympathize |

II.9 The `associate' group

These verbs are concerned with associating with someone, or beginning to have an association with them.

*The point is, I'm not supposed to **associate** with Westerners, except in the way of business.*

*His wife says she’d have known if he **was carrying on** with any other woman.*

*Many of them had sympathised with the occupation and had even **collaborated with the invading army**.*

*Before you **register with a new doctor**, ask around to find one who is good with children.*

*Finally, the young man and I parted and he **took up with a 20-year-old**, and later I learned they had two children.*

| affiliate align assimilate associate cavort collaborate commune consort co-operate dally engage hobnob integrate register sign socialize visit carry on fall in fool around get in get off go around/round keep in move in play around run around sleep around tag along take up |

II.10 The `cope' group
These verbs are concerned with dealing or coping with a problem.

*Riots on the main university campus* have been dealt with by the security forces, who showed little or no mercy.

What is astonishing is that the Government refuses to grapple with the problem of over-production in meat and milk.

In the case of *cope*, the preposition *with* is sometimes followed by an `'-ing' clause.

*She has had to cope with losing all her previous status and money.*

II.11 The `continue' group

These verbs are concerned with continuing to do something, or doing something that has been planned.

*I want to continue with my career as a TV presenter*, to make the most of my abilities and my brain and to do something worthwhile.

*In the New Year, the district board will vote on whether to go ahead with the plan.*

II.12 The `dabble' group

These verbs are concerned with getting involved with something or someone, or doing something to something or someone. This includes:

- getting involved in something in a superficial way e.g. *dabble*
- altering something slightly e.g. *fiddle, tinker*
- using something to do or make something e.g. *experiment, work*
- treating someone badly e.g. *mess, trifle*

We also include here *flirt* and *toy*, which indicate that someone is considering an idea.

*He dabbled with jazz rock and heavy metal.*
Well, I didn't experiment with drugs until I was in my mid-20s. For a brief period, Macmillan flirted with the idea of a new centre party to rally progressive opinion. We were jamming, playing around with a melody. Margaret Thatcher talked tough on benefits, but she merely tinkered with the system when it was reviewed in the mid-1980s. He was not a man to be trifled with. Sometimes Hammons even works with materials created by other artists.

II.13 The `assist' group

These verbs are concerned with helping someone to do something. The prepositional phrase indicates the task involved or the thing that needs dealing with.

For the rest of the time he was left to his own devices, though expected to do his quota of domestic chores and to assist with the gardening. She loved helping out with amateur dramatic productions.

II.14 The `interfere' group

These verbs are concerned with interfering in a situation, or making something worse in some way.

They say, however, they will not interfere with press freedom. And the other problem is where people are too keen and try to muck about with the system. He maintained that official records had been tampered with to create proof.
II.15 The `twiddle' group

These verbs are concerned with touching, playing with, or physically doing something to something, often with no clear purpose.

*Chef had finished *fiddling about with his pots and pans, and was serving out the vegetables.*

*Do you want to come and *play with my electric train?*

*`I don't have many possessions,' he says, twiddling with his thin, goatee beard.*

- fiddle
- fidget
- fumble
- fuss
- play
- tinker
- toy
- twiddle
- fiddle about
- mess about
- play around

II.16 The `abscond' group

These verbs are concerned with taking something without permission.

*Unfortunately, his partners were crooks and *absconded with the funds*, leaving Taylor to face the creditors.*

*They bought all this gear and people walked off with it, they never saw it again.*

- abscond
- decamp
- go off
- make off
- walk off

II.17 The `break' group

These verbs are concerned with ending a connection or getting rid of something.

*He was sacked from the shadow cabinet in 1968 for his alleged racism, and eventually broke with the party over the Common Market.*

The long-range goal must be to *do away with nuclear weapons* altogether.

- break
- dispense
- finish
- part
- break off
- do away

II.18 The `catch up' group

These verbs are concerned with reaching or remaining at a particular level or
position. The prepositional phrase indicates who you are following, or what topic or action is involved. We include here *fall behind*, which indicates that someone fails to remain at a particular level.

*If children are removed from their poor environments, they can catch up with other children.*

*Hard-pressed homeowners can soon expect even tougher action from banks and building societies if they fall behind with mortgage repayments.*

| catch up | fall behind | keep up |

**II.19 The `rankle' group**

These verbs indicate the effect of something on someone. The prepositional phrase indicates the person involved. The Subject indicates the thing that has the effect.

*Well, I must say, this place seems to agree with you. You all look very healthy.*

*The memories of that game will live with me forever.*

*Losing to Manchester United the way we did still rankles with everyone.*

| agree | disagree | live | rankle (not) wash |

**II.20 The `collide' group**

These verbs indicate that one thing hits or joins another.

*Two people were killed today when their car collided with a roadblock set up by protesting French truckers.*

| collide | dock | impact |

**II.21 Verbs with other meanings**

There are a number of other verbs which have this structure.

*The continuing process of patient negotiation has met with limited success.*

*The decision to free him rests with the Belgian Justice Minister.*

*In some other spheres, the Conservatives have sided with*
consumers against special-interest groups, and have won.
Weathermen advised people to stock up with food and fuel.

Structure information: Verb with prepositional Object

a) The prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed with. Not all verbs with this structure are used in the passive, although most of the verbs in meaning groups II.6, II.10, II.12, and II.14 are. The following verbs are the ones which are most frequently passive.

c) The phrasal verb patterns are the same except that there is a particle, P, which comes after the verb.

Structure III: Verb with Adjunct

V with n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>responded</td>
<td>with</td>
<td>a stream of abuse.</td>
</tr>
<tr>
<td>He</td>
<td>was trembling</td>
<td>with</td>
<td>excitement.</td>
</tr>
</tbody>
</table>

Phrasal verbs: V P with n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon</td>
<td>chipped</td>
<td>in</td>
<td>with</td>
<td>a story about his father.</td>
</tr>
<tr>
<td>She</td>
<td>doubled</td>
<td>up</td>
<td>with</td>
<td>laughter.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

III.1 The `tremble' group     III.2 The `begin' and `end' group     III.3 The `respond' group
III.1 The `tremble' group

These verbs indicate that someone does something or has a particular appearance or physical sensation because of what they feel. This includes:

- moving e.g. squirm, tremble
- making a noise e.g. hoot, snort
- someone's eyes having a particular appearance e.g. blaze, glisten

**Her eyes blazed with fury.**
**The boys hooted with laughter** as they watched the man in the water being hauled into the motorboat, drenched and dripping.
**His face lit up with pleasure.**
**Eve fell into her chair. She was trembling with rage.**

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>beam</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>blaze</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>boil</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>brighten</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>bristle</td>
<td>(Your eyes/face)</td>
</tr>
<tr>
<td>bubble</td>
<td>(Your eyes/face)</td>
</tr>
<tr>
<td>burn</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>cackle</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>cloud</td>
<td>(Your eyes/face)</td>
</tr>
<tr>
<td>crow</td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td></td>
</tr>
<tr>
<td>explode</td>
<td></td>
</tr>
<tr>
<td>gleam</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>glisten</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>glitter</td>
<td>(Your eyes)</td>
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<tr>
<td>glow</td>
<td></td>
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<tr>
<td>groan</td>
<td></td>
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<tr>
<td>hoot</td>
<td></td>
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<tr>
<td>howl</td>
<td></td>
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<tr>
<td>laugh</td>
<td></td>
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<td>quake</td>
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<td>quiver</td>
<td></td>
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<tr>
<td>reel</td>
<td></td>
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<tr>
<td>roar</td>
<td></td>
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<tr>
<td>scream</td>
<td></td>
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<tr>
<td>seethe</td>
<td></td>
</tr>
<tr>
<td>shake</td>
<td></td>
</tr>
<tr>
<td>shake</td>
<td>(Your voice)</td>
</tr>
<tr>
<td>reel</td>
<td></td>
</tr>
<tr>
<td>roar</td>
<td></td>
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<tr>
<td>shrill</td>
<td></td>
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<tr>
<td>shudder</td>
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<tr>
<td>sigh</td>
<td></td>
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<tr>
<td>smoulder</td>
<td></td>
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<tr>
<td>snort</td>
<td></td>
</tr>
<tr>
<td>sparkle</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>sparkle</td>
<td>(Your eyes)</td>
</tr>
<tr>
<td>squeal</td>
<td></td>
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<tr>
<td>squeal</td>
<td></td>
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<tr>
<td>squirm</td>
<td></td>
</tr>
<tr>
<td>swell</td>
<td></td>
</tr>
<tr>
<td>throb</td>
<td></td>
</tr>
<tr>
<td>tingle</td>
<td></td>
</tr>
<tr>
<td>tremble</td>
<td></td>
</tr>
<tr>
<td>bubble over</td>
<td></td>
</tr>
<tr>
<td>double up</td>
<td></td>
</tr>
<tr>
<td>fall about</td>
<td></td>
</tr>
<tr>
<td>light up</td>
<td>(Your eyes/face)</td>
</tr>
</tbody>
</table>

III.2 The `begin' and `end' group

These verbs are concerned with beginning or ending. The prepositional phrase indicates what happens or is done at the beginning or end of something.

**The proceedings began with a minute's silence** in memory of those who died in the revolution.
**It's non-stop music right through until ten thirty and we'll kick off with Def Leppard.**

The preposition *with* is sometimes followed by a noun group and an `-ing' clause. This pattern is **V with n -ing.**

**An earlier attempt by police to remove the demonstrators ended with a policeman being shot dead.**

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td></td>
</tr>
<tr>
<td>climax</td>
<td></td>
</tr>
<tr>
<td>culminate</td>
<td></td>
</tr>
<tr>
<td>end</td>
<td></td>
</tr>
<tr>
<td>finish</td>
<td></td>
</tr>
<tr>
<td>open</td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
</tr>
<tr>
<td>kick off</td>
<td></td>
</tr>
<tr>
<td>start off</td>
<td></td>
</tr>
</tbody>
</table>

III.3 The `respond' group
These verbs are concerned with responding to something that has been done, or compensating for it. The prepositional phrase indicates what someone does in response or as compensation. We include here *oblige*, which indicates what someone does in response to a request or a need.

*We called up three economists today to ask how to eliminate the deficit and they *oblige* with very straightforward answers.*
*When that war ended and people demanded the restoration of their rights, the government *responded* with arrests and some police *intimidation*.*

| compensate counter oblige reply respond retaliate |

III.4 The `chip in' group

These verbs are concerned with making a contribution to a conversation or activity.

*Brett Allison *chipped in with another goal for North Melbourne.*
*I was telling an anecdote when an Irishman *interrupted* with `You talk too much'.*

| interrupt butt in chime in chip in join in pitch in |

III.5 Verbs with other meanings

There are three other verbs which have this structure.

*Hurry up with that coffee, will you?*
*She sipped ice-cream soda, ate more candies, and *sang along* with the records.*

| come through hurry up sing along |

Structure information: Verb with Adjunct

a) The prepositional phrase is an Adjunct.

b) This structure has no passive.

c) The phrasal verb pattern is the same except that there is a particle, P, which
comes after the verb.

Productive uses

A prepositional phrase beginning with with is used with two additional meanings. These uses are productive, that is, they occur with a wide range of verbs.

1 The prepositional phrase indicates what someone uses to do something. An example is I shave with an old-fashioned Gillette razor.

2 The prepositional phrase indicates what company someone uses, for example when travelling or investing money. Examples are We flew with British Airways and My husband has banked with the Co-op since before the war.

Other related patterns

V with n to-inf

The verb is followed by a prepositional phrase beginning with with, and a to-infinitive. Most of the verbs with this pattern are reciprocal verbs and are dealt with in Chapter 6.

The non-reciprocal verbs with this pattern are concerned with asking someone to do something. The verb contract is also used to indicate that someone agrees to do something, as in the second example below.

If you prefer, you can contract with us to deliver your cargo in our airship, which will be much cheaper than any other means.
We contract with airlines to take their excess capacity and then retail it as efficiently and cheaply as we can.
I pleaded with her to stop but she wouldn't.

contract plead

V with n that
See Ch1 Sec10

34 Less frequent patterns

There are some patterns with prepositions which apply to a very small number of verbs. They are collected together in this section.
V among pl-n

The verb is followed by a prepositional phrase which consists of among and a plural noun group. The prepositional phrase is an Adjunct. This structure has no passive.

Citizens were forced to **choose among candidates from one ruling party.**

*He is a happily unconventional genius who ranks among the great scientists of history.*

V adj among pl-n

The verb is followed by an adjective group and a prepositional phrase which consists of *among* and a plural noun group.

*His prices rank high among contemporary photographers.*

V before n

The verb is followed by a prepositional phrase which consists of *before* and a noun group. The prepositional phrase is an Adjunct. This structure has no passive.

The matter **came before the High Court** by way of an application for judicial review to stay the proceedings of April 28.

V behind n

The verb is followed by a prepositional phrase which consists of *behind* and a noun group. The prepositional phrase is the prepositional Object in the case of *lag* and *trail*, and an Adjunct in the case of *fall in*. This structure has no passive.

The phrasal verb *fall in* has the pattern **V P behind n**.

*My mates and I fell in behind the marchers.*
Men still lag behind women when it comes to buying and wearing fragrances.

V down n

The verb is followed by a prepositional phrase which consists of down and a noun group. The prepositional phrase is an Adjunct. This structure has no passive.

The men scaled a wall and climbed down scaffolding which had been erected for renovation work on the other side.

V past n

The verb is followed by a prepositional phrase which consists of past and a noun group. The prepositional phrase is an Adjunct. This structure has no passive.

My puppy barged past my legs and leapt into Jilly's welcoming arms.
Chapter 3: Complex Patterns

In this chapter we describe complex verb patterns in which the verb is followed by a noun group and another element, such as another noun group, an adjective group, a that-clause, or a wh-clause. Patterns in which the verb is followed by a noun group and a prepositional phrase or adverb group are described in Chapter 4.

1 V n n
The verb is followed by two noun groups. The passive pattern is be V-ed n.

This pattern has three main structures:

- Structure I: Verb with two Objects
  
  *He* gave *her* a present.

- Structure II: Verb with Object and Object Complement
  
  *They* appointed *him* chairman.

- Structure III: Verb with Object and Adjunct
  
  *They* won the game 4-2.

Structure I: Verb with two Objects

Active voice: V n n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verb</td>
<td>Object</td>
<td>Object</td>
</tr>
<tr>
<td>I</td>
<td>bought</td>
<td>him</td>
<td>lunch</td>
</tr>
<tr>
<td>Her boyfriend</td>
<td>gave</td>
<td>her</td>
<td>a diamond ring</td>
</tr>
<tr>
<td></td>
<td>Sing</td>
<td>me</td>
<td>a song!</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>were brought</td>
<td>a salad.</td>
</tr>
<tr>
<td>A great gift</td>
<td>was being offered</td>
<td>me.</td>
</tr>
</tbody>
</table>
Phrasal verbs

Active voice: V n P n, V n n P

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>let</td>
<td>him</td>
<td>off</td>
<td>his debts.</td>
</tr>
<tr>
<td>I</td>
<td>paid</td>
<td>her</td>
<td>back</td>
<td>her money.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>noun group</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'ll give</td>
<td>you</td>
<td>seventy</td>
<td>back.</td>
</tr>
<tr>
<td>He</td>
<td>paid</td>
<td>them</td>
<td>the money</td>
<td>back.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P n, be V-ed n P

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>are being turned</td>
<td>off</td>
<td>further learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was given</td>
<td>his money</td>
<td>back.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1 The `give' group</td>
<td>I.3 The <code>tell' and </code>send' group</td>
<td>I.5 The `envy' group</td>
<td>I.2 The `bring' group</td>
<td>I.4 The <code>cost' and </code>save' group</td>
<td>I.6 Verbs with other meanings</td>
</tr>
</tbody>
</table>

I.1 The `give' group

These verbs are concerned with giving someone something, or refusing to do so. This includes:

- giving or selling e.g. *award, sell*
- lending e.g. *lend, loan*
- bequeathing e.g. *bequeath, leave*
• transferring e.g. hand, pass
• allocating or committing money or resources e.g. allocate, allot
• allocating tasks or responsibilities e.g. assign
• promising e.g. promise
• offering e.g. offer, proffer
• not giving e.g. deny, refuse
• showing e.g. show

We also include here more abstract verbs like give (someone a certain impression), (someone a visit), and permit.

The best way to instil in Leo a sense of discipline will be to allot him some specific task which allows him to express his excellent organizing ability.
Each patient is assigned a psychiatrist from the pool of psychiatrists at McLean Hospital.
A cloud suddenly blocked out the moon, denying him his only source of light.
That year for Christmas my parents gave me a microscope kit.
He told her that he was not going to leave her anything in his will.
Take the goods back to the retailer who will refund you the purchase price.
The club's representative had arranged to sell him a ticket for the match.

The phrasal verbs in this group have the patterns V n n P and V n P n. When they have the pattern V n P n, the second noun group cannot be a personal pronoun. You say She paid him back the money but you do not say She paid him back it.

She gave me back my ring.

In the case of permit 4, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl n. The verb deny often has this pattern as well.

Bob must have enjoyed it too, because he permitted himself a fleeting smile at the end.

In the case of offer 9, pay 1,2,4, and tip, the second noun group is always or often an amount. This pattern is V n amount.

They brought in an American star and paid him three million
When the verbs in this meaning group have a prepositional pattern, it is usually \textit{V n to n}, as in \textit{I gave the present to her} (see page xxx). \textit{Ch4 Sec24}

I.2 The `bring' group

These verbs are concerned with doing something for someone, usually something which is beneficial to them. The noun group following the verb indicates the person or people involved. These verbs are not often used in the passive.

This is a productive use: any verb which involves doing something for someone else can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

\begin{quote}
They \textbf{can book you a room} by phone and tell you how to get there. 
She asked me to \textbf{bring her some tea}.
They offered to \textbf{cook us a Swiss lunch} the following day.
She took a course in computer programming and found instant success when her communication skills \textbf{landed her a job} as soon as she finished studying.
\end{quote}

In the case of \textit{carve}, the noun group following the verb is always a reflexive pronoun pattern is \textit{V pron-refl n}.

\begin{quote}
Sagar \textbf{has carved himself a special niche in the world of Indian art} by creating his own style through different stages of experiments.
\end{quote}

When the verbs in this meaning group have a prepositional pattern, it is usually \textit{V n for n}, as in \textit{He poured some tea for her} (see page xxx). \textit{Ch4 Sec13}

I.3 The `tell' and `send' group
These verbs are concerned with communicating something to someone, in spoken or written language, or non-verbally by looking or smiling. This includes sending someone something, either through the post or electronically. The noun group following the verb indicates the person or people involved.

I am no longer allowed to be with the children, to read them a story or put them to bed.  
Almost as soon as he had unpacked his bag, he sent his mother a postcard.  
She was Carl Sagan’s first wife and taught him most of what he knows about biology.  
Marya told him the whole story of the mystery.  
Emily turned with a swirl of her long dark hair and threw her a suggestive grin.

In the case of tell 8, the second noun group is often an amount. This pattern is V n amount.

Being bald is a good life experience. It tells you a lot about how people perceive you.

I.4 The `cost' and `save' group

These verbs are concerned with disadvantaging someone in some way, or benefiting them in some way. We include here verbs like charge and cost, where someone has to pay for something either literally or metaphorically. The noun group following the verb indicates the person or people involved.

How odd it was to sit here now with the man who had caused her all that pain.  
It was this defiant stand against Europe that finally cost her the premiership.  
Our son would gladly wear a sweatshirt round the clock if it saved him the bother of getting washed and dressed for school.  
The man’s identity is not being revealed to spare him further embarrassment.

In the case of charge, cost 2, dock, and take, the second noun group is always or
often an amount. This pattern is V n amount. The phrasal verb set back has the pattern V n P amount.

The dealer had been boasting to an associate that he charged me double what it was worth.
Prices are quite expensive - a basic meal will set you back about eight to ten pounds.

It didn't turn out to be a difficult job, though it took me two hours.

I.5 The `envy' group

These verbs are concerned with the feelings that someone has about someone else, or their attitude towards something that someone else has or has done. The noun group following the verb indicates the person or people involved.

Whatever his many faults, we would not begrudge him the glory that would rightly be his.
She envies him the opportunities he will have to become big and powerful.
She'd forgiven him many things over the years because she always believed he loved her.

I.6 Verbs with other meanings

There are a number of other verbs which have this structure.

He admitted there were people who disliked him, and who might bear him a grudge.
He agreed that if what Mrs Reece alleged was true he owed her an apology.

The phrasal verbs in this group only have the pattern V n P n. Both noun groups may be pronouns.

Putting too much on the plate may put your child off his food.

In the case of set 2.9, the noun group following the verb is always a reflexive
pronoun. This pattern is V pron-refl n.

He has set himself a particularly difficult goal, which is engineering changes in the way people behave.

In the case of owe 1,3, the second noun group is often an amount. This pattern is V n amount.

Now more and more I see I owe her everything.

Structure information: Verb with two Objects

a) Both the noun group following the verb and the second noun group are Objects.

b) This structure has a passive, with the pattern be V-ed n. The noun group is the Object. Either the first or the second Object of the active clause may be the Subject of the passive clause, though in most cases the human being is the Subject. Clauses like I was offered a job are more frequent than clauses like A job was offered me.

c) Phrasal verb patterns are the same, except that there also is a particle, P, which comes after the first Object, or after both Objects. Some phrasal verbs have restricted patterning, and these restrictions are mentioned under the meaning groups concerned.

d) The pattern V n amount has two passives, with the patterns be V-ed n and be V-ed amount. In most cases, however, the human being is the Subject, with the pattern be V-ed amount. Clauses like I was owed a lot are more frequent than clauses like A lot was owed me.

Structure II: Verb with Object and Object Complement

Active voice: V n n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>named</td>
<td>the child</td>
<td>Siddhartha.</td>
</tr>
</tbody>
</table>
Music magazines proclaimed her their new genius.

Passive voice: be V-ed n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerdic the Saxon</td>
<td>was crowned</td>
<td>King of the Angles.</td>
</tr>
<tr>
<td>He</td>
<td>was ordained</td>
<td>a Catholic priest.</td>
</tr>
</tbody>
</table>

Most of the verbs with this structure are concerned with:

- naming or labelling e.g. call, term
- putting someone or something in a particular position e.g. elect, nominate
- thinking or considering e.g. adjudge, deem
- causing e.g. make

The noun group following the verb indicates the person or thing that is named or considered.

In 1987, the BBC appointed him their Deputy Editor of News and Current Affairs.
My children called him Uncle Frankie and were always delighted to see him.
The Home Office considered him a potentially dangerous enemy alien.
If you elect me president, you will be better off four years from now than you are today.
If she makes a mess of this marriage she'll be labelled a complete and utter failure for the rest of her life.
In Mexico, his writing has made him a well-known public figure. I make it ten o'clock.
Britain's economic performance has been rated a C-minus virtually since 1945.

In the case of fancy, feel, and prove, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl n.

As in the past, he has proved himself the master of the tactical retreat.
In the case of make 2.8, 6.1, the second noun group is always an amount. This pattern is V n amount.

A penalty goal from O'Sullivan made it 13-3 at half-time.

Verbs with other meanings

There is one other verb which has this structure.

Two furious motorists held a man prisoner in his own car when they found him drunk on a motorway.

Structure information: Verb with Object and Object Complement

a) The noun group following the verb is the Object, and is very often a pronoun. The second noun group is the Object Complement.

b) This structure has a passive, with the pattern be V-ed n. The noun group is the Complement. Only the Object of the active clause, not the Object Complement, can be the Subject of the passive clause:
He was appointed chairman.

c) Phrasal verb patterns are the same, except that there is a particle, P, which comes after the Object. There is only one phrasal verb with this structure, bring up. The active pattern is V n P n, and the passive pattern is be V-ed P n:
They brought him up a Christian.
He was brought up a Christian.

Structure III: Verb with Object and Adjunct

Active voice: V n amount
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The under-21 side</td>
<td>lost</td>
<td>its match</td>
<td>2-0 to Switzerland.</td>
</tr>
<tr>
<td>Dittmar</td>
<td>won</td>
<td>the fifth game</td>
<td>15-9.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed amount*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was beaten</td>
<td>15-10, 15-3.</td>
</tr>
</tbody>
</table>

The verbs with this structure are all concerned with winning or losing in sporting events. The noun group following the verb is either the name of a team or a word like *game* or *match*. The second noun group indicates the scores involved, and is always an *amount*.

It's the team which **thrashed England 40 points to 15**.

**beat defeat lose thrash win**

Structure information: Verb with Object and Adjunct

a) The noun group following the verb is the Object, and the second noun group, which is always an *amount*, is an Adjunct.

b) This structure has a passive, with the pattern *be V-ed amount*. The amount is an Adjunct.

Other structures

In the case of one sense of *make*, the first noun group is the Object and the second noun group is the Complement.

*I'm very fond of Maurice and *I'd make him a good wife.*

**make**

Other productive uses

This pattern has a productive use, in which the first noun group is the Object and the second noun group is the Complement. Any verb which indicates that someone leaves or returns somewhere can be used in this structure. The verbs
most frequently found with this pattern are *depart* and *leave*.

*Guy Harwood* should leave the course a happy man.

Other related patterns

V n n that

The verb is followed by two noun groups and a that-clause from which the word *that* is often omitted. The passive pattern is *be V-ed n that*.

*I'll bet you my next paycheck he'll be home before bedtime tonight.*

bet

V n n to-inf

The verb is followed by two noun groups and a to-infinitive clause. This structure has no passive.

*I paid $53130 for all my maps to cover my 300-acre farm, which took me three hours to get photocopied.*

take

V n num

The verb is followed by a noun group and a number. The passive pattern is *be V-ed num*.

*He thinks his team will be seeded No. 1 for the third year in a row.*

rank (usu passive) seed (usu passive)

2 V n adj

The verb is followed by a noun group and an adjective group. The passive pattern is *be V-ed adj*.

This pattern has three structures:

- Structure I: Verb with Object
  
  *I like my tea sweet.*
• Structure II: Verb with Object and Object Complement
  *I'll prove you wrong.*
• Structure III: Verb with Object and Complement
  *The dollar finished the day lower.*

Structure I: Verb with Object

V n adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>preferred</td>
<td>his fish</td>
<td>unfilleted.</td>
</tr>
<tr>
<td>He</td>
<td>wished</td>
<td>both of them</td>
<td>dead.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

I.1 The `like' group

These verbs are all concerned with liking, wanting, or needing someone or something to have a particular quality or to be in a particular state. The adjective indicates that quality or state.

*The Dutch spread jam on bread for breakfast, so they *like it smooth. I wanted the house to have a lived-in feel, but *I wanted it elegant, not too rustic.*

| like need prefer want wish |

I.2 The `imagine' group

These verbs are concerned with imagining someone or something to have a particular quality or to be in a particular state. The adjective indicates that quality or state.

*No-one imagined her capable of having an affair.*

| imagine picture |

Structure information: Verb with Object
a) The noun group and the adjective group together form the Object: they cannot be separated from each other. In the first example in the table above, what *he preferred* was his *fish* to be *unfilleted*; he did not prefer his *fish*. With this structure you can ask the question *What did he prefer?*, which makes it clear that *his fish unfilleted* is a single grammatical unit.

b) This structure has no passive.

Structure II: Verb with Object and Object Complement

Active voice: V n adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>noun group</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The doctor</td>
<td>caught</td>
<td>her</td>
<td>asleep.</td>
</tr>
<tr>
<td>David</td>
<td>considered</td>
<td>her</td>
<td>implacable.</td>
</tr>
<tr>
<td>The darkness</td>
<td>could drive</td>
<td>a man</td>
<td>mad.</td>
</tr>
<tr>
<td>She</td>
<td>shut</td>
<td>her eyes</td>
<td>tight.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was born</td>
<td>poor.</td>
</tr>
<tr>
<td>He</td>
<td>was found</td>
<td>dead.</td>
</tr>
<tr>
<td>All five crew members</td>
<td>are presumed</td>
<td>dead.</td>
</tr>
<tr>
<td>The corridors</td>
<td>are scrubbed</td>
<td>clean.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `consider' and `call' group       II.2 The `make' group       II.3 The `find' group

II.1 The `consider' and `call' group

These verbs are concerned with:

- considering, declaring, judging, or proving someone or something to have a particular quality e.g. *deem, pronounce*
• naming or labelling someone or something in a particular way e.g. call, label

The adjective indicates the quality someone or something is considered to have or what they are called.

The journal `Nature' called this book dangerous. We are no longer bound to the view that the earth is the immobile center of the universe, nor even do we consider it stationary. I was placed in a mental institution and diagnosed schizophrenic. He was only passed fit to ride five minutes before declaration time. Keating sampled the wine and pronounced it drinkable. The boss has told me I don't figure in his plans, and I need to go somewhere else to prove him wrong.

Some of these verbs are used only with a very restricted range of adjectives; for example hold is used only with accountable, liable, and responsible.

They held him responsible for the brutal treatment they endured and the inhuman conditions they suffered during their detention.

In the case of confess, find 5, profess 2, pronounce 2, and prove 3, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl adj.

He proved himself equally capable of coping with country life and caring deeply for his parishioners.

account (usu passive) believe brand call certify confess consider count declare deem diagnose (usu passive) find hold judge label (usu passive) pass (usu passive) presume (usu passive) profess pronounce prove rate report rule think

II.2 The `make' group

These verbs are concerned with having a particular effect on someone or something. The adjective indicates the final condition or attribute of something after the action has been completed. Most of these verbs indicate physical processes, while some, like drive and scare, may be psychological, and some, like make and render, may be either.

This is a highly productive use: a wide range of other verbs can be used with this meaning. The verbs listed here are the ones which are most frequently
used in this way.

These verbs can be divided into seven groups:

(i) The `pull open' group

These verbs are used with adjectives indicating the position of something after the action has been completed. The adjectives most frequently used here are open, shut, and tight. Where only one or two adjectives occur with a verb, this is indicated in the list. All the other verbs are used with both open and shut, and some are used with tight as well.

In a corner, there's a safe deposit box that has been blasted open. They had to force the door open to get in. He rose, opened the window wide, and let in a blast of freezing air. Miss Leon unlocked the door and he pulled it open.

(ii) The `squash flat' group

These verbs are used with adjectives indicating the physical state of a person or thing after the action has been completed. The most frequent adjective(s) are indicated in the list.

A head-on collision between a bus and another passenger vehicle has left eighteen people dead and two more injured. The alsatian bit his arm before he shook it loose and ran off. Whole neighbourhoods have been squashed flat by shelling. To wash her hair she dunked it in a basin of soapy water, rinsed it and towelled it dry.

(iii) The `hold steady' group

These verbs are concerned with holding or keeping someone or something in the position or state they are in. Some of the processes are concrete and some are abstract.
Japan can hold inflation steady with unemployment of less than 3 percent. He began to experience waves of insecurity that sometimes kept him awake at night.

| have hold keep leave |

(iv) The `drive mad' group

These verbs are used with adjectives indicating someone’s mental or psychological state after the action has been completed. The most frequent adjective(s) are indicated in the list.

He drove the commissioners mad with his bumbling discourse and paranoia. It turns out he was in a fight and was knocked unconscious.

| batter (unconscious) beat (unconscious) drive (mad) jolt (awake) knock (unconscious) scare (stiff/rigid) send (mad) strike (dumb/blind) (usu passive) |

(v) The `turn down low' group

These verbs are used with adjectives indicating the heat, brightness, or volume of something after the action has been completed. The adjectives most frequently used here are high, loud, and low.

Turn the lights down low, turn the music on and escape to a land without cares. The music room is soundproofed so that you can turn the volume up really loud.

| pitch | crank up turn down turn up |

(vi) The `paint yellow' group

These verbs are used only with adjectives indicating the colour of something after the action has been completed. This pattern is V n colour. The passive pattern is be V-ed colour.

The petals of the plant can be chopped and used in salads or cooked with rice to colour it yellow. Although white is the most common colour, you can always paint
timber or aluminum frames green or brown, for instance.

colour paint spray turn

(vii) Verbs with other meanings

There are a number of other verbs with the general meaning of having a particular effect on someone or something. Most of these verbs are used with a wide range of adjectives.

The government considered **making such experiments illegal**.

It contained so many errors as to **render it worthless**.

The verb slice is used only with **wide**.

The captain swung his left foot, but **sliced the ball wide**.

get make picture render slice

II.3 The `find' group

These verbs are concerned with catching or finding someone or something in a particular state.

`What I've been wondering,' Robina went on, `is whether she didn't go out on some impulse, rush over to see Douglas and **find him dead**.'

capture catch find

II.4 The `bury alive' group

These verbs are concerned with cruel ways of killing people or animals. The adjective used with these verbs is usually **alive**.

This is a productive use: a wide range of verbs to do with killing someone can be used with this pattern, for example **boil, eat, flay, roast, and swallow**. The verbs listed here are the ones which are most frequently used in this way.

For many centuries the Christian Church **burned heretics alive**.

We feel terror at the thought of **being buried alive**.

Some of these verbs are sometimes used metaphorically.

*They are fiercely competitive. If they can skin us alive in business.*
They are fiercely competitive. If they can skin us alive in business, they will.

**burn bury skin**

II.5 Verbs with other meanings

There are three other verbs with this structure. They are used with a wide variety of adjectives.

*All men, whites and blacks, are born free and equal.*
*You can boil the roots and serve them cold with a salad dressing.*

**be born picture serve**

Structure information: Verb with Object and Object Complement

a) The noun group is the Object, and the adjective group is the Object Complement.

b) This structure has a passive, with the pattern *be V-ed adj*. The adjective group is the Complement.

c) The adjective group usually comes after the noun group. Sometimes, however, the adjective group comes before the noun group, especially when the noun group is a long one. This applies particularly to the group of verbs associated with *open* and *shut*:
*She yanked open a drawer of one filing cabinet, and pulled out a magazine.*

d) Phrasal verb patterns are the same, except that there is a particle, P, which comes after the Object. There are only three phrasal verbs with this structure, *turn down, turn up,* and *crank up*. The active pattern is *V n P adj*, and the passive pattern is *be V-ed P adj*.

Structure III: Verb with Object and Complement

<table>
<thead>
<tr>
<th>V n adj</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Shares</td>
</tr>
</tbody>
</table>
Verbs with this structure are concerned with beginning or ending a day, or other period of time, in a particular state. Clauses with this pattern are usually about financial markets, and the adjectives are frequently lower and higher.

In Frankfurt, the dollar began the day lower at 1.69 German marks.

Structure information: Verb with Object and Complement

a) The noun group is the Object, and the adjective group is the Complement.
b) This structure has no passive.

Other related patterns

V n colour
See meaning group II.2 (vi) above.

3 V n -ing
The verb is followed by a noun group and an `-ing' clause. The passive pattern is be V-ed -ing.

This pattern has three structures:

- Structure I: Verb with Object
  *I remember you saying that.*
- Structure II: Verb with two Objects
  *They caught him stealing.*
- Structure III: Verb with Object and Adjunct
  *I spend the time reading.*

Structure I: Verb with Object

V n -ing
My husband hates me being a businesswoman.

I don't like them pointing at me.

He resented her doing well.

The rain 'll save me having to water the garden.

Verbs with this structure belong to the following meaning groups:

| I.1 The 'like' group | I.2 The 'report' group | I.3 The 'entail' group |

I.1 The `like' group

These verbs are concerned with feeling or thinking. This includes:

- emotional attitudes e.g. dread, hate, like
- thought processes e.g. contemplate, remember
- imagining or envisaging e.g. picture, visualize
- tolerating e.g. (cannot) bear, tolerate

We know how irritating an incorrectly addressed envelope can be, so we would appreciate you letting us know if we have got it wrong. One hears and sees programmes about cruelty in old people's homes, but you don't envisage it happening in your own family. `Even though I understand the need for unions, because workers need a spokesperson, I fear them getting more power,' she said. Opal, his sixty-four-year-old wife, didn't really like him drinking so much.

Then he said, `I hope you don't mind me calling in like this, without an appointment.'

When I was in my twenties and living a rather hippy existence, she put up with me drifting in and out of her life.

Nobody can ever recall him firing anybody.

I.2 The `report' group

These verbs are concerned with speaking or writing about actions or events.

Parents of children who abuse volatile substances have described them buying five or six cans of butane at a time.
Do the neighbours report anyone else going in or out?

I.3 The `entail' group

These verbs are concerned with a logical relation between the process or thing indicated by the Subject of the verb and the process indicated by the noun group and the `-ing' clause.

My job **entails** me driving several thousand miles around the country each month in all traffic conditions.
A move there **would involve** him taking a cut in salary.
We get another customer for our hospital, and this **justifies us spending** money on new equipment.

entail involve justify mean necessitate

I.4 The `stop' group

These verbs are concerned with stopping someone doing something, or preventing something happening.

What they want above all is to **avoid** it degenerating into a full-scale military conflict.
They signed an agreement with the National Trust which **precluded the land being used** for a bridge.
The Betting, Gambling and Lotteries Act of 1963 **prohibits any cash bet being struck** on a Sunday.
I think she really would have liked to **stop us seeing** each other.

avoid preclude prevent prohibit resist save stop

I.5 The `risk' group

These verbs are concerned with someone risking something happening.

Glover **could not risk** four men standing up in court and telling the judge he had ordered them to kill someone.

change risk

Structure information: Verb with Object
a) The noun group and the `-ing' clause together form the Object; they cannot be separated from each other. In the first example in the table above, what my husband hates is me being a businesswoman; he does not hate me. With this structure you can ask the question What does he hate?, which makes it clear that me being a businesswoman is a single grammatical unit.

b) This structure has no passive.

c) There is only one phrasal verb with this structure, put up with, which has two particles. The pattern is V P P n -ing.

Structure II: Verb with two Objects

Active voice: V n -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>kept</td>
<td>her</td>
<td>waiting.</td>
</tr>
<tr>
<td>She</td>
<td>noticed</td>
<td>a man</td>
<td>sitting alone on the grass.</td>
</tr>
<tr>
<td>Much of the film</td>
<td>shows</td>
<td>the painter</td>
<td>going about his task.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palmer</td>
<td>was photographed</td>
<td>wearing an Afghan coat.</td>
</tr>
<tr>
<td>Cans of food and groceries</td>
<td>were sent</td>
<td>flying.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `see' group

These verbs are concerned with perceiving, finding, or showing someone doing something.

As she left, she could feel his eyes following her. Men had been observed entering and leaving the house with large bags, the police were told.
The Subject is usually human, but the verbs see and show sometimes have inanimate Subjects.

_The next day saw us cruising down endless, cactus-lined straights with vultures circling overhead._

In the case of _catch 8, feel 8, and find 5_, the noun group is always or often a reflexive pronoun. This pattern is **V pron-refl -ing**.

_I caught myself wondering why we ever imagine children will bring us happiness._

She _felt herself beginning to cry._

<table>
<thead>
<tr>
<th>catch</th>
<th>feel</th>
<th>find</th>
<th>hear</th>
<th>notice</th>
<th>observe</th>
<th>photograph (usu passive)</th>
<th>picture (usu passive)</th>
<th>see</th>
<th>show</th>
<th>watch</th>
</tr>
</thead>
</table>

II.2 The `bring' group

These verbs are concerned with causing someone to do something or causing something to happen. We include here verbs which are concerned with keeping or leaving someone or something in a particular state.

_Widow Edna Lawrence survived a gas blast which brought her home crashing down on top of her._
_The show generated an electric atmosphere that lit up the audience and had them cheering till they were hoarse._
_Difficulties of fuel, transport, labour and storage has meant that the grain is left rotting in the fields._
_The explosion sent shrapnel flying through the sides of the car on to the crowded highway._

<table>
<thead>
<tr>
<th>bring</th>
<th>have</th>
<th>keep</th>
<th>leave</th>
<th>send</th>
<th>set</th>
</tr>
</thead>
</table>

Structure information: Verb with two Objects

a) Both the noun group and the `-'ing clause are Objects.

b) This structure has a passive, with the pattern **be V-ed -ing**. The `-'ing' clause is the Object. The fact that you can say _A man was noticed sitting alone on the grass_ shows that _a man and sitting alone on the grass_ are two grammatical units. However, the verb have (group II.2 above) does not have a passive in this pattern, and _watch_ is very infrequently passive.
Structure III: Verb with Object and Adjunct

Active voice: V n -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two families</td>
<td>ended</td>
<td>the day</td>
<td>devouring pizzas and hamburgers.</td>
</tr>
<tr>
<td>The driver</td>
<td>killed</td>
<td>time</td>
<td>circling the area.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nights</td>
<td>were passed</td>
<td>nursing horrible sunburns.</td>
</tr>
<tr>
<td>A lot of time</td>
<td>was spent</td>
<td>talking on the phone.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with passing time in a particular way, or starting or ending a period of time in a particular way. The verbs spend and waste are also concerned with ways of spending or wasting money.

Harry passed the time watching the waitresses as they glided discreetly around tables.

Liberal Democrats started this day making their objections to the Republican plan clear.

In the case of busy and occupy, the noun group is always a reflexive pronoun. This pattern is V pron-refl -ing.

He busied himself rinsing the washcloth, soaping it again.

Structure information: Verb with Object and Adjunct

a) The noun group is the Object, and the `-ing' clause is an Adjunct.

b) Some of the verbs with this structure have a passive, with the pattern be V-ed -ing. The `-ing' clause is an Adjunct. The verbs that are used in the passive are pass, spend, and waste.
4 V n to-inf
The verb is followed by a noun group and a to-infinitive clause. The passive pattern is be V-ed to-inf.

This pattern has two structures:

- Structure I: Verb with Object
  
  * I need you to be there.

- Structure II: Verb with two Objects
  
  * She persuaded him to leave.

Structure I: Verb with Object

V n to-inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The English husband</td>
<td>hates</td>
<td>his wife</td>
<td>to stand out in a crowd.</td>
</tr>
<tr>
<td>They</td>
<td>would prefer</td>
<td>the truth</td>
<td>to remain untold.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with the way someone feels about a situation, action, or event, or with what someone wants or wishes to happen.

*Treating others as you would like them to treat you is easier said than done.*
*I'd love her to go into politics or on the stage.*
*I need you to do something for me.*

I wouldn't wish you to view your visit to Paris with any regrets. In the case of noun group is often a reflexive pronoun. This pattern is V pron-refl to-inf.

*Clenching her fists, she willed herself not to cry.*

| desire hate like love need prefer want will wish |

Structure information: Verb with Object

a) The noun group and the to-infinitive clause together form the Object: they cannot be separated from each other. In the first example in the table above, what the English husband hates is for his wife to stand out in a crowd; he does
not hate his wife. With this structure you can ask the question What does he hate?, which makes it clear that his wife to stand out in a crowd is a single grammatical unit.

b) This structure has no passive.

**Structure II: Verb with two Objects**

**Active voice: V n to-inf**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don't find</td>
<td>it</td>
<td>to be true.</td>
</tr>
<tr>
<td>My girlfriend</td>
<td>nagged</td>
<td>me</td>
<td>to cut my hair.</td>
</tr>
<tr>
<td>The appeals court</td>
<td>ordered</td>
<td>the trial judge</td>
<td>to conduct further hearings.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed to-inf**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders of divided parties</td>
<td>are obliged</td>
<td>to do one thing and say another.</td>
</tr>
<tr>
<td>The price</td>
<td>was reckoned</td>
<td>to be too high.</td>
</tr>
</tbody>
</table>

**Phrasal verbs**

**Active voice: V n P to-inf, V P n (not pron) to-inf**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'m not making</td>
<td>him</td>
<td>out</td>
<td>to be a liar.</td>
</tr>
<tr>
<td>Time pressure</td>
<td>can spur</td>
<td>you</td>
<td>on</td>
<td>to do more.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>should line</td>
<td>up</td>
<td>a few extra editors</td>
<td>to help.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed P to-inf**
Verb group | Particle | to-infinitive clause
---|---|---
Subject | Verb | Object
He | was bound | over | to keep the peace.

Verbs with this structure belong to the following meaning groups:

| II.1 The `tell' group | II.4 The `help' group | II.7 The `choose' and `use' group |
| II.2 The `nag' and `coax' group | II.5 The `teach' group | II.8 The `believe' group |
| II.3 The `cause' group | II.6 The `inspire' group | II.9 The `expect' group |

II.1 The `tell' group

These verbs are concerned with communicating something to someone. This includes:

- asking, advising, or telling someone to do something e.g. *beg, order*
- communicating by gesture e.g. *beckon, motion*
- challenging someone to do something e.g. *dare, defy*
- forbidding someone to do something

*She looked at him, waiting for him to ask her to come with him.*

A retired taxi driver who has a chronic chest disorder *challenged a tobacco company yesterday to admit the link between smoking and ill-health.*

My advisers *counseled me to do nothing.*

I was walking down the hall, looking into rooms, and this gray-haired guy *motioned me to come into his room.*

I make no claim to being an expert with this machine and I *recommend all readers to follow the manufacturer's instructions.*

They are expected to *be summoned to appear in court* next month for a variety of offences.

The first Yankee soldier to ride up threw him his reins and *told him to hold the horse.*
II.2 The `nag' and `coax' group

These verbs are concerned with trying to make someone do something, usually by talking to them. This includes more pleasant ways of persuasion, such as cajole and coax, as well as more unpleasant ways, such as badger and pester.

He kept badgering me to go out with him, so in the end I agreed. Lots of countries try to coax people to return bottles by insisting on a refundable deposit. Over the last three or four years, they have egged each other on to agree a whole series of initiatives to tighten up immigration and asylum laws. I nagged my father to tell me a war story, preferably one with blood and courage and drama and medals. My education was the most important thing to my mother, and she pestered my father to pay for me to go to the best schools.

II.3 The `cause' group

These verbs are concerned with making or causing someone do something. This includes:

- forcing someone to do something e.g. blackmail, coerce
- condemning someone to do something e.g. condemn, sentence
- tempting someone to do something e.g. entice, tempt
- persuading someone to do something e.g. convince, persuade
- causing someone to do something or something to happen e.g. cause, lead

The difference between this meaning group and meaning group II.2 above is that here the action does not necessarily involve talking, and the implication is that the person concerned actually does the action indicated by the to-infinitive clause. In this meaning group, the Subject is often inanimate.

The verb make occurs in this pattern only in the passive: the corresponding active pattern is \textit{V n inf} (see page xxx). \textit{Ch3 Sec5}
It's much easier to *bribe the children to mow the lawn than to get down on their hands and knees pulling weeds out.* The force of her shove *caused me to crack my head against someone else's.* There are no vested interests that *would compel us to conceal the truth.* Far too many handicapped young people *have been condemned to operate at a lower level of education and achievement than their abilities warrant.* It was September 1982 when his love for books *drove him to open his own shop.* Kim's gnawing conscience and guilt *led her to overeat.* I did nothing wrong, yet I *am being made to suffer like this.* She and Kath *were roped in to talk to students in Blackpool about the strike.*

In the case of *bring, discipline, nerve, rouse, steel,* and *stir,* the noun group is always a reflexive pronoun. This pattern is *V pron-refl to-inf.*

Even now she *couldn't bring herself to tell John the whole truth.* I want to *discipline myself to write more.*

She used to be so shy, she says, she *had to steel herself to walk into a launderette.*

II.4 The `help' group

These verbs are concerned with allowing, enabling, helping, or qualifying someone to do something.

Julia *was assisting him to prepare his speech.* He will have a fitness test on his groin injury this morning, but is unlikely to *be cleared to play.* You *helped me to hold on and to continue to mother my own children* at times when I didn't think I could even go on trying. Off the east entrance we obediently awaited the signal *permitting us*
to enter.
The basic course **does not qualify you to practise as a therapist**, but it does give you an adequate foundation.

In the case of *permit 4*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl to-inf**.

\[
I \text{ do not permit myself to be influenced away from what I think is the right thing to do.}
\]

<table>
<thead>
<tr>
<th>aid</th>
<th>allow</th>
<th>assist</th>
<th>authorize</th>
<th>clear (usu passive)</th>
<th>empower</th>
<th>enable</th>
<th>entitle</th>
<th>equip</th>
<th>fit</th>
<th>free</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>license</td>
<td>permit</td>
<td>qualify</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.5 The `teach' group

These verbs are concerned with teaching someone to do something, or with programming or preparing someone or something to do a particular task.

*Modern roses are bred to flower more or less continuously throughout the summer season.*
There are professional courses which **will prepare students to teach in secondary schools from 11 to 16**.
A computer **can be programmed to keep a record of all its internal states and then to trace back through these**.
She describes her as a `wonderful, wise, loving woman who taught me to accept myself as a human being'.

<table>
<thead>
<tr>
<th>be bred</th>
<th>groom (usu passive)</th>
<th>prepare</th>
<th>prime (usu passive)</th>
<th>prime program programme (usu passive)</th>
<th>programme (usu passive)</th>
<th>ready</th>
<th>school</th>
<th>tailor</th>
<th>teach</th>
<th>train</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring up</td>
<td>gear up (usu passive)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.6 The `inspire' group

These verbs are concerned with motivating or inspiring someone to do something.

*He says the banning of his English play **decided him to write something about censorship**.*
Jeremy Bentham's utilitarian philosophy **inspired his followers to promote the greatest happiness of the greatest number through more efficient government**.

| decide | incline | influence | inspire | lead | motivate | move | persuade | predispose | prompt | spur |
II.7 The `choose' and `use' group

These verbs are concerned with appointing or choosing someone to do something, or with allocating or assigning something to a particular use.

Belgium chose her to represent the country again the following year and she became a star there.
One usher should be delegated to pay special attention to the bride's mother and the groom's parents, and to escort them to their seats.
Reliable sources in Algeria say new men have been nominated to head the country's three largest banks.
Trish picked up a fallen branch and used it to lift the brambles and probe the area beneath.

In the case of allocate, budget, and vote, the noun group is often an amount. This pattern is V amount to-inf.

President Clinton has allocated $16 million to expand an innovative lending program in the nation's poor communities.

II.8 The `believe' group

These verbs are concerned with thinking, saying, or showing something. Some of these verbs, such as prove and show, sometimes have inanimate Subjects. The verb that most frequently occurs in the to-infinitive clause is be.

The verb see, which occurs in this pattern only in the passive, has a corresponding active pattern, V n inf (see page xxx). Ch3 Sec5 The other verbs which are passive with this meaning do not have this other pattern.

The French government is believed to be planning to send transport helicopters to work alongside the Germans.
The Guardian concentrates on the likelihood that NATO leaders will
declare nuclear weapons to be `weapons of last resort'.
If Rickmore's as intelligent as I judge him to be, by now he'll have had to realize where our questions were leading. He distrusted human reason, knew it to be fallible. The buyer was presumed to be Japanese because telephone bids were negotiated by a Japanese member of staff.

Islands are seen to offer solitude, relaxation and a safe retreat, a womb of

She left the course by ambulance and was thought to have suffered a neck injury.

In the case of prove 3, the noun group is always a reflexive pronoun. This pattern is V pron-refl to-inf.

Yeltsin has above all in the last few days proved himself to be a highly skilled politician.

In the case of pledge, the noun group is always a reflexive pronoun. This pattern is V pron-refl to-inf. The verb trust 5 often has this pattern as well.

Gathering fungi is a mystery to most Britons. Few trust themselves to recognise what is safe, and they may be wise to err on the side of caution.
back bill (usu passive) expect (not) expect fancy intend leave mean mean (usu passive)
pledge project (usu passive) require schedule (usu passive) second (usu passive) be slated
time timetable (usu passive) tip (usu passive) trust

II.10 The `observe' group

These verbs are concerned with someone being heard or seen to do something. These verbs occur in this pattern only in the passive: the corresponding active pattern is \textit{V n inf} (see page xxx). \textit{Ch3 Sec5}

\textit{New mothers have been observed to touch the feet and hands first, then the body, and then the baby's face.}

11 Verbs with other meanings

There are a number of other verbs which have this structure.

\textit{Mrs Mills said yesterday she was honoured to have been appointed.}

In the case of \textit{trouble}, the noun group is always a reflexive pronoun. This pattern is \textit{V pron-refl to-inf}.

\textit{`We've got some leads,' Douglas said, not troubling himself to conceal the lie.}

In the case of \textit{do}, the noun group is always an \textit{amount}. This pattern is \textit{V amount to-inf} verb \textit{take} often has this pattern as well.

\textit{We've done a lot to improve results, and a lot more will be done. The treatment takes up to twelve months to produce worthwhile improvement.}

Structure information: Verb with two Objects

a) Both the noun group and the to-infinitive clause are Objects.

b) This structure has a passive, with the pattern \textit{be V-ed to-inf}. The to-infinitive clause is the Object. The fact that you can say \textit{I was nagged to cut my
hair shows that me and to cut my hair are two grammatical units.

c) Phrasal verb patterns are the same, except that there is also a particle, P. The first Object comes either between the verb and the particle, or after the particle. When this Object comes after the particle, it cannot be a personal pronoun. You say

The court can bind them over to control the offender

or The court can bind over parents to control the offender

but you do not say The court can bind over them to control the offender.

Other related patterns

V n n to-inf
See page xxx. Ch3 Sec1

5 V n inf

The verb is followed by a noun group and a bare infinitive clause.

This pattern has one structure:

- Verb with two Objects
  I saw him leave.

V n inf

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verb</td>
<td>Object</td>
<td>Object</td>
</tr>
<tr>
<td>The voices</td>
<td>bade</td>
<td>her</td>
<td>go to the Dauphin.</td>
</tr>
<tr>
<td>Pemberton</td>
<td>felt</td>
<td>something</td>
<td>touch his knee.</td>
</tr>
<tr>
<td>She</td>
<td>heard</td>
<td>the man</td>
<td>laugh.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `see' group
2 The `let' group
3 The `help' group

1 The `see' group

These verbs are concerned with seeing, hearing, or feeling someone or something perform an action.
He had opened the door and was about to climb in when he noticed a figure detach itself from the shadows of the building and make its way towards him. It's hard to watch youth slip away in the mirror and realize that you're no longer growing up but growing old.

In the case of see 9, there may be an inanimate Subject.

The first half of this year saw arrears rise to record levels.

In the case of feel 8, the noun group is often a reflexive pronoun. This pattern is V pron-refl inf.

I felt myself grow cold and my hands trembled as I read: We have your son. He is safe so far. If you obey orders he will soon be back with you.

feel hear notice observe see watch

2 The `let' group

These verbs are concerned with letting someone perform an action, bidding them do it, or making them do it. If the first Object is inanimate, these verbs are concerned with letting or making something happen.

My advice is to find a knowledgeable professional who is familiar with your game and have him recommend a club that best fits your needs.
If you want to be saved, let others live in safety too.
I wanted to find some way to make her commit herself to the group.
Let's see what people want, and make it happen.

In the case of let 1, the noun group is often a reflexive pronoun. This pattern is V pron-refl inf.

Even during his electoral campaign, he was careful never to let himself be committed to any definite promises of freedom for all.

In the case of let 4,5,6,7,8,9,13, the noun group is always me or us. This pattern is V me/us inf. The verb is imperative.

Let us look more closely at what else besides gender comes to
us inherently at birth.

| bid have let make |

3 The `help' group

This group consists of three senses of the verb help.

Knowledgeable, friendly staff can help you make your choice from the hundreds of different rings available.

Structure information

a) Both the noun group and the infinitive clause are Objects.

b) Most of the verbs with this structure have no exact passive equivalent: when these verbs are passive, they behave like the verbs in Structure II of V n to-inf; that is, the to-infinitive is used, and the pattern is be V-ed to-inf, as in the clause He was seen to hit out with his whip.

There are some exceptions to this. Let has a passive with the pattern be V-ed inf. This is not very frequent, and is used mainly with go:

His few opponents can safely be let go.

The other exceptions are have, notice, and watch, which have no passive at all in this sense.

6 V n that

The verb is followed by a noun group and a that-clause. The passive pattern is be V-ed that.

This pattern has one structure:

- Verb with Object and Clause
  
  I told her that there had been an accident.

Active voice: V n that
She told me he’d planned to be away all that night.

I warned her that I might not last out my hours of duty.

**Passive voice: be V-ed that**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was informed</td>
<td>that he had been disqualified.</td>
</tr>
<tr>
<td>His father</td>
<td>was persuaded</td>
<td>that the boy should stay in school.</td>
</tr>
</tbody>
</table>

Most verbs with this pattern are concerned with causing someone to know or think something.

_We are pleased to **inform you that your request for tenure has been granted.**_

_I reminded her that on several occasions she had remarked on the boy's improvement._

_When she called at his studio, she **was told that he had gone to Biarritz.**_

The verbs _decide_ and _tell 8_ always have an inanimate Subject, and are not used in the passive.

_All other indicators **tell us that our customers are more satisfied now with our service than they have ever been.**_

The verbs _convince, remind, show, _and _teach_ sometimes have an inanimate Subject. By the time he was eighteen years old, something happened which **convince that he was destined for great things.** In the case of the following verbs, the noun group is always or often a reflexive pronoun: _assure, console, convince, delude, flatter, kid, persuade, promise, reassure, remind, satisfy, tell._

This pattern is **V pron-refl that.** These verbs indicate that someone has or acquires a particular idea or thought, often a comforting or confident one.

_I flatter myself I've done it all rather well._

_I have been kidding myself that the scoring records don't matter, _but I know they will cross my mind a few times between now and Saturday._

_Remind yourself that the feelings will not last forever, and will become easier to cope with._
Verbs with other meanings

There are three other verbs which have this pattern.

In the case of *lay*, the noun group is always *money* or *odds*.

*The sky's the limit and I'd lay money he will go on to play for England.*

In the case of *hit* and *strike*, the that-clause qualifies the noun *thought* rather than being part of a true verb pattern.

*The thought struck me that she was the wrong age for this.*

Structure information

a) The noun group is the Object, and the that-clause is a new clause, with its own structure. The word *that* can be left out with the more frequent verbs. (See page xxx for more information about omitting *that.*) Ch1 Sec10, note at end

b) This structure has a passive, with the pattern *be V-ed that.*

Other related patterns

V n n that
See Section 1 above.

7 V n wh
The verb is followed by a noun group and a finite wh-clause. The passive pattern is *be V-ed wh.*

This pattern has one structure:

*Verb with Object and Clause
He showed me where I should go.*

Active voice: V n wh
Verb group | noun group | wh-clause
---|---|---
Subject | Verb | Object | Clause
One boy | asked | another | what was wrong with him.
Years of working in Louisiana | have taught | him | why poor people need unions.

Passive voice: be V-ed wh

Verb group | wh-clause
---|---
Subject | Verb | Clause
The woman | is being shown | how the gas cooker works.
They | haven't been told | what is planned.

Verbs with this pattern are concerned with asking, telling, teaching, or showing someone something. The Subject may be human or inanimate, with the exception of the verbs advise and ask, which always have human Subjects.

*About seven years ago she felt she had to ask herself whether she really wanted to spend her life teaching.*

*Political Economy may instruct us how a nation may become rich; it does not teach us how to get rich as individuals.*

*Chernobyl mercilessly reminded us what all of us would suffer if a nuclear thunderstorm was unleashed.*

*The authors wrote to them last week to warn them what was about to come out in the press.*

<table>
<thead>
<tr>
<th>advise</th>
<th>ask</th>
<th>inform</th>
<th>instruct</th>
<th>remind</th>
<th>show</th>
<th>teach</th>
<th>tell</th>
<th>warn</th>
</tr>
</thead>
</table>

Structure information

a) The noun group is the Object, and the wh-clause is a new clause, with its own structure.

b) This structure has a passive, with the pattern *be V-ed wh*. The wh-clause is a new clause.

8 V n wh-to-inf

The verb is followed by a noun group and a to-infinitive clause introduced by a
wh-word. The passive pattern is *be V-ed wh-to-inf.*

This pattern has one structure:

- Verb with two Objects
  
  *I’ll show you how to do it.*

Active voice: *V n wh-to-inf*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>wh-to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>has instructed</td>
<td>millions of people</td>
<td>how to raise their children.</td>
</tr>
<tr>
<td>I</td>
<td>’ll show</td>
<td>you</td>
<td>what to watch out for.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed wh-to-inf*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>wh-to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>was shown</td>
<td>how to cleanse her skin.</td>
</tr>
<tr>
<td>He</td>
<td>needs to be told</td>
<td>what to do.</td>
</tr>
</tbody>
</table>

Verbs with this pattern are concerned with asking, telling, teaching, or showing someone something. The Subject may be human or inanimate, with the exception of the verbs *advise* and *ask*, which always have human Subjects.

*The nurse will advise you how to clear up the infection quickly and easily.*

*Republicans in Congress are asking themselves how best to use their new-found political capital.*

*The Health Secretary, Mr Kenneth Clarke, said the aim was to inform the public how to get the best out of the new arrangements.*

*advise ask inform instruct remind show teach tell warn*

Structure information

a) This structure has two Objects. The noun group is the first Object, and the wh-word and the to-infinitive clause together form the second Object.

b) This structure has a passive, with the pattern *be V-ed wh-to-inf.* The wh-
word and the to-infinitive clause together form the Object.

9 V n with quote
The verb is followed by a noun group and is used with a quote clause. The passive pattern is *be V-ed with quote*.

This pattern has one structure:

- Verb with Object and Clause
  `I'm used to it,' *I told* him.

Active voice: V n with quote

The Subject, Verb, and Object can come after, within, or before the quote clause.

<table>
<thead>
<tr>
<th>quote clause</th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>`Absolutely,'</td>
<td>Cross</td>
<td>assured</td>
</tr>
<tr>
<td>`We'll do it,'</td>
<td>she</td>
<td>promised</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>quote clause...</th>
<th>Verb group</th>
<th>noun group</th>
<th>...quote clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause...</td>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
</tr>
<tr>
<td>`As you have said,'</td>
<td>David</td>
<td>reminded</td>
<td>him,</td>
</tr>
<tr>
<td>`At one point,'</td>
<td>she</td>
<td>told</td>
<td>me,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>quote clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>asked</td>
<td>me,</td>
<td>`Who are these people?'</td>
</tr>
<tr>
<td>My trainer</td>
<td>had warned</td>
<td>me:</td>
<td>`This guy means business.'</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed with quote

The Subject and Verb can come after, within, or before the quote clause. They most frequently come after it, as shown below.

<table>
<thead>
<tr>
<th>quote clause</th>
<th>Verb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>Subject</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>'Only include relevant achievements,'</td>
<td>I</td>
</tr>
<tr>
<td>'This is considered unacceptable,'</td>
<td>he</td>
</tr>
</tbody>
</table>

Verbs with this pattern are all concerned with telling and asking. The person being addressed is indicated by the noun group.

`It's OK,' she was assured. 'I know the fishermen from here and I will explain and pay.'
`A suite is always kept ready for me,' Loveday informed him with a deprecating little laugh.
`It changed me,' she told me.
`Don't move,' I warned him and took out my clasp knife.

In the case of *tell 4*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl with quote**. This verb indicates that someone thinks something, usually something encouraging.

`I am going to make it,' I told myself.

Most of the verbs with this pattern also have the pattern **V with quote**. The exceptions are *assure*, *inform*, *remind*, and *tell*.

Structure information

a) The noun group is the Object. The quote clause is a new clause, with its own structure. It may be one word, such as *yes*, or it may be a long speech. The Subject and verb most frequently come after the quote clause, but they can also come before it or in the middle of it.

b) This structure has a passive, with the pattern **be V-ed with quote**.

Other related patterns

**V n quote**

The verb is followed by a noun group and a quote clause. The position of the quote clause is not variable. The passive pattern is **be V-ed quote**.

Verbs with this pattern belong to the following meaning groups:
The `caption' group

These verbs are concerned with labelling or inscribing. The noun group indicates the thing that is labelled or inscribed.

The photograph is captioned `Farnborough, Friday, 5th September 1952'.
Too often he merely read a report, marked it `seen' and took no action.

The quote clause often occurs after an `-ed' form used to qualify a noun. This pattern is V-ed quote.

The churchyard was full of headstones of wartime sailors whose bodies had fetched up on Colonsay beaches, some named and others inscribed simply `A Sailor'.

caption engrave be entitled be headed be headlined be inscribed label mark be subtitled

2 The `pronounce' group

These verbs indicate the way a word is pronounced or spelt.

`This is your own Tuesday phone-in,' the DJ intoned, pronouncing it Chewsday.
Jimmy Savile, you see, he spells his name S A V I L E.

pronounce spell

V n as quote

The verb is followed by a noun group and a prepositional phrase which consists of as and a quote clause. The passive pattern is be V-ed as quote.

Verbs with this pattern indicate the way words are translated or the way something is phrased.

The Chinese did not know what a `naga' was so they translated the term as `dragon'.
gloss phrase render translate
10 V n -ed

The verb is followed by a noun group and an `-ed' clause (a clause introduced by the `-ed' form of another verb). The passive pattern is be V-ed -ed.

This pattern has three structures:

- Structure I: Verb with Object
  *I had my car repaired.*
- Structure II: Verb with two Objects
  *I've heard the word used.*
- Structure III: Verb with Object and Object Complement
  *I couldn't make myself understood.*

Structure I: Verb with Object

V n -ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>-ed clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>must get</td>
<td>the car</td>
<td>serviced.</td>
</tr>
<tr>
<td>Rose</td>
<td>had</td>
<td>all her shops</td>
<td>decorated in pink.</td>
</tr>
<tr>
<td>I</td>
<td>had</td>
<td>three wisdom teeth</td>
<td>extracted.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

| I.1 The 'have' and 'get' group | I.3 'Have' | I.5 'Get' 2 |
| I.2 'Order' | I.4 'Get' 1 | I.6 The 'like' group |

I.1 The 'have' and 'get' group

There are only two verbs with this meaning, *have* and *get*. These verbs are concerned with arranging for someone to do something for you.

*I've got to go down to the drugstore and get a prescription filled.*
*A home owner who is advised to have a roof overhauled, when only a couple of tiles need replacing, can now sue the builder with a real prospect of success.*
There are a large number of verbs whose `-ed' forms are typically used with *have* and *get* in this structure. They include all the verbs concerned with things that someone else can do for you rather than your doing it yourself. This includes:

- things which someone does for you in order to improve your physical condition or appearance e.g. *cap* (teeth), *cut* (hair), *pierce* (ears)
- medical operations or processes which a professional does for you because they are necessary e.g. *amputate* (a limb), *extract* (a tooth), *lance* (a boil)
- repairs, services, or valuations which someone does to your house, your car, or some other piece of property e.g. *decorate, re-wire, service, value*

Where the action being done is a necessary medical operation, *have* is used rather than *get*.

*Despite a series of operations, the finger he had injured was never very useful again, and he finally had it amputated.*

*We had the house done up just before Christmas.*

*A businessman who returned a pair of squeaky shoes after wearing them for a year expected to get them fixed; he got a brand-new pair instead.*

*Ford believed that Violet might have had him followed there by a private detective.*

*Some things I forgot about altogether, particularly emergencies, such as having the car repaired, or needing the bathroom roof fixed.*

*Anastasia's parents wouldn’t let her have her ears pierced. Not till she was thirteen, they said.*

*If you want to sell something try to get it properly valued by a genuine dealer or ask a friend or relative for their advice.*

The following list shows which noun groups and verbs are frequently used after *get* and *have* in this pattern.

| have a limb amputated | get/have your teeth capped | get/have a job costed | get/have your hair cut | get/have your house decorated | get/have your windows double-glazed | have a tooth extracted | get/have a prescription filled | get/have something fixed | have someone followed | get/have yourself immunized | have a boil lanced | get/have something made | get/have something mended | get/have an animal neutered | get/have something overhauled | have someone paged | get/have your hair permed | get/have your ears pierced | get/have something printed | have your stomach pumped | get/have something remade | get/have something repaired | get/have your house rewired | get/have your car serviced | have someone tailed | get/have yourself vaccinated | get/have something valued | get/have... |
your legs waxed
get/have a job costed out get/have your house done up get/have a washing machine plumbed in get/have something printed up get/have a tooth taken out

I.2 `Order'

This sense of the verb *order* indicates that someone in authority orders someone else to do something to a third person. The thing that is done to them is usually unpleasant; the exception to this is ordering someone to be released from detention. The noun group refers to the third person.

*A Philippine judge *has ordered her arrested* for boycotting a series of court proceedings against her.

*They were illiterate Mafiosi. At the Commonwealth Hotel, Capone ordered them assassinated.*

*They were arrested by immigration officials on Monday just hours after a High Court judge had ordered them freed from detention.*

order

I.3 `Have'

This sense of the verb *have* is used to indicate that something happens to you which is caused by someone else and is usually, though not always, unpleasant. The noun group indicates something which is affected by what happens or involved in what happens.

*Freddie escaped a ban but was fined *53110 and had his licence endorsed with three penalty points.*

*Better to ask for help now than to have it thrust upon you later.*

*The insurance companies say that a rider under 28 is five times more likely than a 40-year-old biker to have a motorcycle stolen.*

have

I.4 `Get' 1

This sense of the verb *get* is concerned with causing something to happen. The noun group indicates the person or thing affected by what happens.

*I now know that inadequate legal representation can get a man killed* and so I must see that every death-row inmate has a decent attorney for his appeals.*
Anything at all that **can get you noticed** is good news in this business,' said Ms Swan. It may well be that this book **will get you hooked on astrology**, and you'll want to learn more about it.

### `get`

**I.5 `Get' 2**

This sense of the verb *get* is concerned with achieving something positive.

It usually takes ten years to **get a drug approved**, which means if all goes well this could be used around the turn of the century. How **will I ever get all that cooking done?**

As a young executive, I was always impatient to **get things done** and often felt I could do them better myself.

The noun group is often an **amount**. This pattern is **V amount-ed**.

*From a girl's point of view it is easier to concentrate on our work without boys yelling out and interrupting the class. As a result we **get a lot more done**.*

### `like`

**I.6 The `like' group**

These verbs are concerned with liking, wanting, or needing something to be done.

The sooner the elections are held, the better the party will do, and that's one of the reasons they **would like them brought forward**. She came into the shop with a package saying: ‘I **don't need it changed**, only re-wrapped.'

If a new idea emerges and you **want it investigated further**, ask your doctor to make the necessary calls, get the information and then discuss it with you.

### `need want`

Structure information: Verb with Object

a) The noun group and the `-ed' clause together form the Object.
b) This structure has no passive.

Structure II: Verb with two Objects

V n -ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>-ed clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>heard</td>
<td>him</td>
<td>called Bill.</td>
</tr>
<tr>
<td>They</td>
<td>saw</td>
<td>their father</td>
<td>swept to his death.</td>
</tr>
</tbody>
</table>

These verbs are concerned with feeling, hearing, or seeing something happen.

`Do you remember much of the language?' Danny asked. `No, but I love to hear it spoken.'
He watched while the slings were attached to the crate, saw it lifted, swung towards the jetty and lowered onto a Ford truck. The worst part was watching her wheeled away to an operating theatre while we waited and stared at the walls.

In the case of feel, the noun group is often a reflexive pronoun. This pattern is V pron-refl -ed.

Ronnie felt himself dismissed, and returned to the reception desk.

Structure information: Verb with two Objects

a) Both the noun group and the `-ed' clause are Objects.

b) This structure has no exact passive equivalent. When these verbs are passive, they behave like the verbs in Structure II of V n -ing: the pattern is be V-ed -ing, where the `-ing' clause is passive, as in She was seen being wheeled away. The exception is feel, which has no passive at all in this sense.

Structure III: Verb with Object and Object Complement

Active voice: V n -ed

<table>
<thead>
<tr>
<th>Verb group</th>
<th>noun group</th>
<th>-ed clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel hear see watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>She</td>
<td>found</td>
<td>him</td>
</tr>
<tr>
<td>They</td>
<td>kept</td>
<td>their hair</td>
</tr>
</tbody>
</table>

Passive voice: *be* V-ed -ed

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>-ed clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>A stockbroker</td>
<td>was found</td>
<td>stabbed to death.</td>
</tr>
<tr>
<td>You</td>
<td>should be kept</td>
<td>detained.</td>
</tr>
</tbody>
</table>

The verbs *find* and *keep* are concerned with finding or keeping someone or something in a particular condition or situation. The verb *make* is concerned with causing yourself to be heard or understood. The verb *report* is concerned with reporting bad news, for example that people are dead or injured, or have been arrested or detained.

*The avid fisherman can carry his or her day's catch straight to the chef and find it prepared to perfection at dinner that evening.*

*Eight years before he had cruised the Caribbean with his mother, and he was careful to keep her informed of his progress.*

*At least three people were reported killed when police opened fire in three areas of the capital.*

In the case of *make*, the noun group is always a reflexive pronoun. This pattern is *V pron-refl -ed*.

*He had taught me a few words of his language and I was able to make myself understood now and then.*

<table>
<thead>
<tr>
<th>find keep make report (usu passive)</th>
</tr>
</thead>
</table>

Structure information: Verb with Object and Object Complement

a) The noun group is the Object, and the `-ed' clause is the Object Complement.

b) This structure has a passive, with the pattern *be V-ed -ed*. The `-ed' clause is the Complement.
Chapter 4: Complex Patterns with Prepositions and Adverbs

In this chapter we describe complex verb patterns in which the verb is followed by a noun group and a prepositional phrase or an adverb group. In Sections 1 to 4 we describe patterns in which the verb is followed by a noun group and either a prepositional phrase introduced by a wide variety of prepositions or an adverb group. In Sections 5 to 27 we describe patterns in which the verb is followed by a noun group and a prepositional phrase introduced by a specific preposition, such as about, to, or with. These sections are ordered alphabetically, by preposition.

1 V n prep/adv, V n adv/prep

The verb is followed by a noun group and a prepositional phrase or adverb group, or by an adverb group and a noun group. The passive pattern is be V-ed prep/adv.

The verbs described in this section are used with both adverbs and prepositional phrases, or with a variety of prepositions.

Here we treat all verbs with this pattern as having one structure:

- Verb with Object and Adjunct
  
  They fixed the shelf to the wall.

Some verbs with some prepositions have other structures, however. For example, some prepositional phrases beginning with to are prepositional Objects and some prepositional phrases beginning with as are prepositional Object Complements.

In English, most verbs with noun groups can be followed by Adjuncts of manner, time, or place. When information about manner, time, or place is not essential, the Adjunct is not part of the pattern. The verbs dealt with below are those which are always or typically followed by an Adjunct.

Active voice: V n prep/adv, V adv n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>prep. phrase/adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verb</td>
<td>Object</td>
<td>Adjunct</td>
</tr>
</tbody>
</table>
Andrew chained the boat to the bridge.
I can't picture you in a skirt.
Stir the figs in.
You swirl the liquid around your glass.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Adverb group</th>
<th>Noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>banged</td>
<td>down</td>
<td>the cup.</td>
</tr>
<tr>
<td>The man</td>
<td>spat</td>
<td>out</td>
<td>a stream of tobacco juice.</td>
</tr>
<tr>
<td>They</td>
<td>wired</td>
<td>back</td>
<td>a long list.</td>
</tr>
</tbody>
</table>

**Passive voice:** *be* V-ed prep/adv

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Prep. phrase/adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The design</td>
<td>is printed</td>
<td>on linen.</td>
</tr>
<tr>
<td>Animals</td>
<td>are reared</td>
<td>in traditional ways.</td>
</tr>
<tr>
<td>I</td>
<td>was steered</td>
<td>away from dangerous sports.</td>
</tr>
</tbody>
</table>

**Phrasal verbs: Active voice:** V n P prep/adv, V P n (not pron) prep/adv

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Noun group</th>
<th>Particle</th>
<th>Prep. phrase/adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school bus</td>
<td>dropped</td>
<td>me</td>
<td>off</td>
<td>there.</td>
</tr>
<tr>
<td>Annette</td>
<td>got</td>
<td>herself</td>
<td>up</td>
<td>like a shepherdess.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>Noun group</th>
<th>Prep. phrase/adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>brought</td>
<td>up</td>
<td>his family</td>
<td>there.</td>
</tr>
<tr>
<td>They</td>
<td>have hived</td>
<td>off</td>
<td>a lot of trade</td>
<td>to their own office.</td>
</tr>
</tbody>
</table>

**Passive voice:** *be* V-ed P prep/adv
The results are being posted up on school noticeboards.

Their bodies were washed up on the shore.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results</td>
<td>are being posted</td>
<td>up</td>
</tr>
<tr>
<td>Their bodies</td>
<td>were washed</td>
<td>up</td>
</tr>
</tbody>
</table>

1 The `fasten' group

These verbs are concerned with attaching one thing to another. The prepositions most frequently used with verbs in this group are into, onto, and to. The adverbs are adverbs of place, such as in, down, on, and up. Some verbs in this group, when they are used with an adverb, are used with only one adverb. These adverbs are indicated in the list below.

- It can easily take two days or more to fit just one front wing even though they are bolted on.
- Two vertical steel pins protrude from the headstone and are cemented into matching holes in the base.
- As we got closer, I could see that they were fastening a ring to the bird's leg.
- Apply glue to the back of this piece and nail it to the wall.
- He had pinned up a map of Finland.
- Screw down any loose floorboards.

affix anchor attach batten (usu passive) bind bind (usu passive) bolt (on) cement (usu passive) chain clamp clip connect couple (usu passive) fasten fix glue gum harness (usu passive) hitch hook join knit lash link lock nail padlock paste peg pin post screw seal (in) Sellotape sew solder staple stick stitch strap string tack tap tape tie weld

post up

2 The `put' group
These verbs are concerned with putting something somewhere. This includes:

- placing something so that it is positioned in a particular way e.g. balance, loop
- putting something somewhere carelessly or with force e.g. bang, bung
- putting something somewhere using an implement e.g. ladle
- putting something somewhere in a particular way e.g. dab, drape

The prepositions most frequently used with the verbs in this group are in, into, on, and onto. The adverbs are adverbs of place such as across, down, and in. Some verbs in this group, when they are used with an adverb, are used with only one adverb. These adverbs are indicated in the list below.

His deputy premier **balanced** a dark green turban on his head.

Her furious husband **bundled her belongings into bin liners** and **chucked them in the garden**.

Then he **crammed a hat on his head** and left the room.

**Ladle the hot soup over the noodles.**

Saturday mornings would not be complete without queuing in a bank or building society to **pay in cheques**.

**Place the mixture in a saucepan** and boil for 1 minute.

Bring a small pan of water to the boil, **plunge the eggs in** for one minute, then run the eggs under cold water.

I fill the box with various toys and he spends a happy hour taking them out, playing with them, and then **putting the toys back** again.

The receiver **was slammed down** violently.

To deter cats in your garden, save your orange peel. Cut it up finely and then **sprinkle it on the garden**.

As soon as Kelly was alone, she took the chair from the desk and **wedged it against the door** so that no one could get in.

In the case of bury 7, embed, ensconce, install, perch, plonk 2, seat, settle, and station, the noun group following the verb is always or often a reflexive pronoun. This pattern is V pron-refl prep/adv. The verb embed has an inanimate Subject.

A steel knife blade **embedded itself in the wall behind him**.

I was surprised when Philip **ensconced himself in front of the television set**.
implant install jab jam jumble ladle lay (down) lean load locate loop nestle pay (in) perch pile pivot place plonk plop plug (in) plunge (in) plunk (down) pop position pour (in) press prop put ram (in) replace rest rub run seat secrete send set settle shove shovel site (usu passive) slam (down) slap slather (on) sling slip slot smack smear smooth spatter splash spray strewn spoon spread sprinkle (usu passive) stamp stand stash stir (in) store stow stuff superimpose (usu passive) sip steam stuff stuff thump tip tuck (in) twine wedge work (in) wrap

drop off jumble up prop up

Some of the verbs in this meaning group also occur in the pattern \textbf{V n with n}, where the prepositional phrase indicates the thing that is put somewhere (see pages xxx-xxx). \textit{Ch4 Sec26} Examples of both patterns are \textit{He would smear some oil on his fingertips} and \textit{Smear the plants with oil}. The verbs in this meaning that these two patterns are: cram, dab, daub, drape, drizzle, dust, fit, hang, load, pile, slather, smear, spatter, splash, spray, spread, sprinkle, strew, stuff, thread, and wrap.

3 The `write' group

These verbs are concerned with writing or painting something somewhere. The prepositions most frequently used with the verbs in this group are \textit{in} and \textit{on}. The adverbs most frequently used are adverbs of place such as \textit{there}.

\textit{He entered all timings in a big diary} and nothing was missed.\newline
\textit{He nodded from time to time, jotting down unnecessary notes on the yellow, lined legal pad before him.}\newline
\textit{I was entered into the log as captain; I wrote it there myself.}

\textbf{enter jot leave paint print (usu passive) scrawl type (in) write}

\textbf{jot down write down}

4 The `throw' group

These verbs are concerned with making something move away from you, often with force. The adverbs used with the verbs in this group are adverbs of direction such as \textit{away}, \textit{down}, and \textit{out}. Some verbs in this group, when they are used with an adverb, are used with only one adverb. These adverbs are indicated in the list below.

\textit{Most of the doors have been blasted off their hinges.}\newline
\textit{Anne wasn't sure what to do with the documents. She was afraid to burn them or to flush them down the toilet.}\newline
\textit{I hurled away the fruit.}
Pardew **nodded** the ball over the line.
Jamie Hoyland **shot** the ball past Paul Gerrard.
The airbag is fully inflated as the driver begins to **be thrown forward**.

5 The `move' group

These verbs are concerned with moving something or someone somewhere. This includes:

- moving something in a particular direction e.g. *lower, raise*
- using an implement to move something e.g. *rake, winch*
- pushing someone out of your way e.g. *elbow, shoulder*
- pulling or pushing something on wheels e.g. *pull, trundle*
- sending a letter somewhere e.g. *dispatch, send*
- moving one thing so that it touches another e.g. *brush, rasp*

The adverbs used with the verbs in this group are adverbs of direction such as *aside, round*. Some verbs in this group, when they are used with an adverb, are used with only one adverb. These adverbs are indicated in the list below.

- It is as though my husband **was beamed up into space** and an alien came back instead of him, using his body and wearing his clothes.
- I waited while she **drew** tobacco smoke in and out of her mouth, but she said nothing.
- If the attention is not on him at a dinner table, he will put a pat of butter on his napkin and **flick it at the ceiling**.
- It's a straightforward job to **lower down one anchor**.
- If you have a greenhouse, **move the plant to a pot** in September and keep it almost dry for the winter.
- The nitrogen is left in the form of gas, and **is piped** harmlessly **into the atmosphere**.
- Wooden chairs **were ranged against one wall**.
- Someone **rasps his spikes on the dugout's concrete floor**.
- He ran forward, but the policemen rushed past him, **shouldering him aside**.
- Rod just had to settle down in the back seat as porters **trundled out a trolley-load of gear**.
aim arrange bounce brush deflect diffuse discharge dispatch divert draw draw (in) elbow (aside) flick flip fork funnel jerk knock lever lift lower magnetize (usu passive) mail (usu passive) manoeuvre move pass pipe (usu passive) pour pull pump push raise rake range (usu passive) rasp roll run scrape send shake shift shoulder (aside) shove shovel shunt siphon slide slop slosh spill spread squeeze squirt suck sweep swirl swish swivel tamp tip toss transfer transpose trundle turn waltz wave whirl winch wrestle yank
beam down (usu passive) beam up (usu passive) wash up (usu passive)

6 The `broadcast' group

These verbs are concerned with sending information or light somewhere. The adverbs most frequently used with the verbs in this group are general adverbs of direction and place such as back and there.

The news of Presley's death was beamed around the world. I presented a programme on Satellite TV which was broadcast throughout Europe. The moon cast a pale white light on the ground. KAL's manager in Bangkok flashed the message across the airline's communication system. He mailed the stolen things back straight away. If you take a glass prism and shine a beam of light onto one face, it will be deviated away from the apex, with blue light being deviated more than red.

beam broadcast (usu passive) cable cast diffuse (usu passive) flash focus route send shine spill wire

7 The `drive' group

These verbs are concerned with controlling a vehicle. We include here catch and take, which indicate that the Subject is a passenger on a vehicle. The adverbs used with the verbs in this group are general adverbs of direction such as around, back, and there.

He drove the truck into the barn and parked it. He flew the helicopter back last night. He walked back to the main street and caught a bus to St. Pauls. The pilot taxied the aircraft right into the hangar and the doors closed behind him.

back catch drive fly nose ride row sail slew steer swing tack take taxi tow wheel
8 The `kick' group

These verbs are concerned with moving a part of the body. The noun group indicates the part of the body. The adverb group or prepositional phrase indicates the direction of movement.

Turning to Henry, she **flung her arms round his neck** and **hid her face on his shoulder**.
I **kicked my right leg back** and swept his legs clear of the ground.
Charles **pounded his fist into the palm of his hand**.
She **tilted her head to one side**.

By stepping on the stone blocks and grabbing the window bars to **hoist himself up**, he could look out of the tiny window.
Moira **stretched herself out on the lower bench**, lying on her side.

9 The `bend' group

These verbs are concerned with changing the state of something. This includes:

- changing the shape of something e.g. **bend, twist**
- changing the configuration of something relative to something else e.g. **align, space**
- causing damage to something e.g. **pull, rip**
- changing a date or value e.g. **move, push**
- adjusting a machine e.g. **set, wind**
- changing the surface of something e.g. **slick, smooth**

The adverbs used with the verbs in this group are adverbs of direction such as **back** and **sideways**. The verb **align** is used with a prepositional phrase but not with an adverb.
You need a compass to align the map with the sun's direction.

The muscle bends the spine or the pelvis sideways. The date of the talks was moved forward. Take a vegetable peeler or small knife and pare back the skin. When the young fan-shaped tree is trained against a wall, the well-placed branches must be trained out to form the foundation of the main branches.

10 The `batter' group

These verbs are concerned with doing harm to someone. The prepositional phrase indicates which part of the person is harmed. The adverbs most frequently used with the verbs in this group are around and about.

Sara had been battered several times on her face and head. He knifed his attacker through the heart. ‘If anyone slaps me around again, I’m gonna kill ’em,' says the girl.

11 The `hold' group

These verbs are concerned with keeping or holding someone or something in a particular place, state, or situation. The adverbs used with the verbs in this group are adverbs of place such as in and there.

Three fans were injured as they were crushed against barriers at Greenwich, south London. She sat rigidly upright, holding her handbag to her chest. You’re the one who’ll need to be kept out of trouble if you go around saying things like that. He left his bike there.

The verb leave 10 has an inanimate Subject.

In Nirvana, time stops and leaves you in a static state of bliss where nothing happens.
In the case of *barricade*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl prep/adv**.

*When I retired to my room that night I **barricaded myself in**.*

<table>
<thead>
<tr>
<th><em>barricade</em></th>
<th><em>crush</em></th>
<th><em>dangle</em></th>
<th><em>have</em></th>
<th><em>hold</em></th>
<th><em>leave</em></th>
<th><em>leave (off)</em></th>
<th><em>manacle</em></th>
<th><em>maroon</em></th>
<th><em>shut (in)</em></th>
<th><em>squash</em></th>
<th><em>station</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>usu passive</strong></td>
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</table>

12 The ‘lodge’ group

These verbs are concerned with finding a place for people or animals to stay. The adverbs used with the verbs in this group are general adverbs of place such as *there*.

*A further 68 prisoners **were accommodated** temporarily **in the prison hospital**.*

An infantry battalion, decimated in the all-day battle, **was billeted there**.

*His publishers **have lodged him in an expensive flat off Park Lane**.*

*By October, 120,000 Polish troops **were quartered in 265 camps in Great Britain**.*

13 The ‘meet’ group

These verbs are concerned with seeing or meeting someone or something in a particular place or situation. We include here *catch 13*, which indicates that something happens that someone is not prepared for. The adverbs used with the verbs in this group are general adverbs of place such as *there*. The verbs *catch* and *meet* are used with a prepositional phrase, not with an adverb.

*The fact that the President has taken the initiative **has caught them by surprise**.*

*I could feel a pistol against my head*, because I was blindfolded.

*I might have the astounding good luck to **find him there** now.***

*We **used to** all go up and **meet him off the train**.*

*Thousands of admirers at Dhaka airport **welcomed home the man known as The Tiger**.*
In the case of find 5, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl prep/adv. It indicates that the Subject is surprised at being in that place or situation.

In no time at all, they were throwing their scarcely clad bodies into freezing sea water. They emerged to find themselves on an isolated island, without even sheep for company.

The verbs find 6 and see have Subjects that indicate a point of time.

Dawn found us on a cold, clammy ship drifting past the even colder iron sides of the Blacktail Spit buoy. The last night of the course saw a group of us nearly in tears as we said our goodbyes.

The verb catch 16 is usually used in the passive with get.

When the group split up, the three men got caught in a spring snowstorm that brought visibility down to zero and hampered search efforts.

The verb catch-out

14 The `carry' group

These verbs are concerned with carrying something or someone somewhere or accompanying someone somewhere. The adverbs used with the verbs in this group are adverbs of direction such as around, away, and down.

I will bring the tape to Paris and they will be able to check what is on it. They were building a ramshackle flotilla to carry them to Miami. They use aluminum bags to cart away the oil-encrusted sand. Carl drove him home at 12.15 and I saw him in. An alternative to lugging a ladder around is the new `step-stool'. The injured man had to be manhandled painfully across the soft snow. Ring leaders were identified and taken off to Hong Kong's main prison at Stanley.
15 The `sweep' group

These verbs are concerned with removing something from somewhere. This includes:

- removing dirt and obstructions e.g. *brush, scrub*
- removing something from a surface e.g. *peel, shave*
- taking something from somewhere by force e.g. *snatch, tear*

The adverbs used with the verbs in this group are adverbs of direction such as *off* and *away*. Some verbs in this group, when they are used with an adverb, are used with only one or two adverbs. These adverbs are indicated in the list below.

Dry shampoos are an effective means of removing grease and *brushing out everyday pollution dust*. He *dashed the tears from his eyes*. Just *peel off the adhesive backing* and fix it neatly to the wall. His dad *would prize bullets out of old dead trees*. The Los Angeles River broke its banks and *swept away homes and cars*. One price of this high-intensity farming is water pollution, as rain *washes the fertilizers off the land and into rivers*, sometimes endangering fish. Fifteen policemen leapt from jeeps and *yanked off my rucksack*.

16 The `invite' group

These verbs are concerned with causing someone or something go somewhere. The adverbs used with the verbs in this group are adverbs of direction of place such as *along, back, out, and there*. The verb *call 9* is used with a prepositional...
phrase, not with an adverb. The verb *check VP* is used with the adverbs *in* and *out* and the prepositions *into* and *out of*. The verb *show VP* is used with the adverb *around* and the preposition *around*.

Pugh was assigned to an open work camp at Clermont. I waited to be called before the magistrate.

Several train-loads of mine workers arrived at dawn determined to drive the students from the square.

Many foreign-born residents are being enticed back to their country of origin through homesickness or because their family needs help. Some Democratic members of the US Congress have been invited there by the government. He motioned Arnold to a chair. This was the man who put me in hospital for four days. I never saw Daddy again. Three months later I was summoned home to his funeral.

The verb *take* has an inanimate Subject.

Work took me away from my children a lot when they were growing up.

In the case of *drag 4*, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl prep/adv.

If you manage to drag yourself away from the luxury of the best hotel in which I have ever stayed, there are also some very cheap local restaurants.

allow (usu passive) ask (out) assign (usu passive) beckon boo book (in) call call (usu passive) check chivvy coax direct dispatch divert drag drive drive (away/off) entice exile (usu passive) flush (out) force gallop get help herd hurry hustle invite jostle kick (off) let let (in) let (out) lure march motion move nudge order persuade post (usu passive) post put route (usu passive) second (usu passive) settle shoo show show (around) shunt (usu passive) shuttle sit steer summon (usu passive) take tempt throw throw (off) transfer urge usher warn (off) wave whisk

sit down

17 The `follow' group

These verbs are concerned with going somewhere, physically or metaphorically. The noun group indicates a road, sign, or person. The adverbs
used with the verbs in this group are adverbs of direction such as northwards, round, and there.

Turn left when you leave here and follow the road round.
From Liverpool take the A567 Halsall Road towards Southport.
She refused to answer questions as photographers trailed her into the VIP lounge of Moscow airport.

follow take trail

18 The `divert' group

These verbs are concerned with guiding someone through a conversation or situation, or making them think in a particular way. The noun group indicates either the person or their thoughts or attention. These verbs are most frequently used with a prepositional phrase, not with an adverb.

The government is trying to divert attention from more serious issues.
In his latest book on the deepest and most fundamental problems in physics, he guides the reader through the science with skill and flair.

There is a feeling that the powers of the presidency should be whittled down some emphasis should be shifted more towards Parliament.

They fear the female vote would lean to conservatism, tilting parliament towards fundamentalism.

The preposition is sometimes followed by an `ing' clause.

The project might divert them from doing other activities that might not be so good for their future.

In the case of align, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl prep.

Britain had to align itself in some degree with other European currencies.

align divert guide pull push shift (usu passive) steer tilt

19 The `apportion' group
These verbs are concerned with placing blame on someone or something. They are most frequently used with a prepositional phrase or with an adverb such as elsewhere.

*Often these women will give feeble excuses that are no more than a way to unfairly **apportion** blame elsewhere.*

*His father **has laid the blame for his son's criminal behaviour at the door of the social services.**

*Everybody is trying frantically to **shift the blame onto someone else.***

<table>
<thead>
<tr>
<th>apportion</th>
<th>lay</th>
<th>place</th>
<th>shift</th>
</tr>
</thead>
</table>

20 The `visualize' group

These verbs are concerned with interpreting, reacting to, or expressing something in a particular way.

*The verdict **was greeted with uprisings over three nights from rebellious youth.**

*I rate Tracey very highly and he will be back.*

*Provided politicians in the democracies **read the warning signs correctly,** they should have several years to get ready to meet any new challenge.*

*It is helpful to **situ ate Marx's economics in its philosophical context.**

*He **takes bad news in much the same way as he takes good.**

*Visualize the Court of Arthur before you as a mighty stronghold.*

In the case of *express 2*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl prep/adv.** The Subject is inanimate.

*His passion for engineering was to **express itself in motor racing.***

The phrasal verb in this meaning group, *look on*, has two patterns. The particle, P, always comes after the verb, not after the noun group, but the adverb group may come either after the noun group or between the verb and the particle. The noun group may be a personal pronoun. These patterns are **V P n prep/adv** and **V adv P n.** Some people *look on things differently from you,* Madame Fernet.

*Employers **look favourably on applicants who have any work**
experience, no matter what it is.

21 The `conduct' group

These verbs are concerned with behaving in a particular way. The adverbs used with the verbs in this group are adverbs of manner such as badly and well. The noun group following the verb is a reflexive pronoun. This pattern is V pron-refl prep/adv.

These battalions went on to acquit themselves with great distinction during the First and Second World Wars. The Americans comported themselves like the pained guardians of an incorrigible adolescent. The children of marriages contracted on this day will conduct themselves badly. It is also important to present yourself in a way that is meaningful to an employer.

22 The `end' group

These verbs are concerned with starting, passing, or finishing a period of time in a particular way. The adverbs used with the verbs in this group are adverbs of manner such as well.

Philip begins each day with half an hour's meditation. Only two public theatres in Britain expect to end the year without a financial deficit. If you had the cash, Sarasota was a congenial spot in which to pass the time through constant eating out and shopping. The team had started the day well.

The preposition is sometimes followed by an `ing' clause.

I had passed the time by working loose all the rivets on one of the back door panels.
23 The `want' group

These verbs are concerned with wanting or needing someone or something to be in a particular condition or place, or wanting something to be of a particular type. The prepositional phrase or adverb indicates the condition, place, or type.

We **need** him back as soon as possible.
Given that people who like driving fast also like changing gear I thought she **would prefer** the car in a manual version instead of the automatic.
Some people were poisoning the toads because they **did not want** them in their gardens.

24 The `bring' group

These verbs are concerned with causing something or someone to be in a particular state, physically or metaphorically. The prepositional phrase or adverb indicates the state.

Cover the soup and **bring it to the boil** slowly.
Their continuing overweight and resultant diabetes **place** them at **significantly increased risk of heart disease**.
The Gold Coast winter bowls carnival **has been thrown into turmoil** after rain forced yesterday's programme to be abandoned.

In the case of declare, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl prep/adv**.

Army leader General Raoul Cedras **has declared himself in control of Haiti at the head of a military junta**.

25 The `handle' group

These verbs are concerned with doing something in a particular way or in
particular circumstances. This includes:

- dealing with a situation well or badly e.g. handle, treat
- performing an activity in a particular way e.g. hold, rear
- looking at someone in a particular way e.g. eye, regard
- dressing someone or decorating something in a particular style e.g. do up, get up
- managing a conversation e.g. lead, take

The adverbs used with the verbs in this group are adverbs of manner such as carefully, properly, and well. The verbs bulldoze and push are used with the preposition through or the adverb through.

It was not in his nature just to `dive in'. It was his custom to **approach every problem obliquely and cautiously**. All people shall have the right to live where they choose and to **bring up their families in comfort and security**. The opposition parties have accused the Government of **bulldozing through the new constitution** in spite of their complaints. The child's dark hair **was done up in a thousand shining ringlets**. You wait in an anteroom where armed security men **eye you suspiciously**. When I'm tired - that's when I **handle everything least well**. This car **doesn't hold the road too well** in the wet. Fleck **led the conversation into personal affairs**. Mr Scott has had experience of picking up undervalued assets and **has timed the market well** in the past.

In the case of get up and rig out, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl P prep/adv.

**Annette used to have to get herself up like an old-time shepherdess.**

| approach bulldoze (through) carry eye feed handle hold lead leave manoeuvre pay push (through) put rear (usu passive) regard steer take time treat wear bring up do out (usu passive) do up (usu passive) dress up get up go about rig out |

26 Verbs with other meanings

There are a number of other verbs which have this pattern. There are two groups of these verbs.
(i) The adverb group or prepositional phrase indicates the degree of something or the criteria for something. The verbs *measure* and *secure* are used with a prepositional phrase, not with an adverb.

Such a system *would divide the country on tribal lines.*  
A robber whose accomplice was stabbed to death by their victim *was let off lightly* yesterday.  
A grammar school's success *was measured in terms of the number of pupils who got into university and the professions.*  
Is the loan to *be secured on your home or other assets?*  
I think *I've worked you hard enough* and I would like to thank you very much for coming and giving me this interview.

<table>
<thead>
<tr>
<th>divide</th>
<th>measure</th>
<th>secure (usu passive)</th>
<th>stretch (usu passive)</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>let off</td>
<td>set up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) The adverb group or prepositional phrase indicates a physical or metaphorical place, or a time. We include here *make,* where the noun group indicates a place. Some verbs in this group, when they are used with an adverb, are used with only one or two adverbs. These adverbs are indicated in the list below.

*I was brought up in Shanghai.*  
Protein *is found in a wide variety of both animal and plant foods.*  
I do like to communicate even though it *isn't going to get me anywhere.*  
Shells *had gouged holes out of the main square tower.*  
*Can we just leave it for another two weeks?*  
The tanker was gulping two tons of fuel an hour in order to *make New Orleans by nightfall.*  
They *took the problem to the general secretary of the Society of Authors.*  
He attracted attention for the brightness of his virtuosity and the vividness of his dramatic flair: qualities which quickly *took him to the top of his profession.*

In the case of *present,* the noun group following the verb is always a reflexive pronoun. This pattern is *V pron-refl prep/adv.*

*Perhaps I ought to present myself at his door.*

| dangle | enrol | factor (in) | be found | get gouge | leave | make | partner | present | rear (usu |
Structure information

a) The noun group is the Object, and the adverb group or prepositional phrase is usually an Adjunct, although some prepositional phrases are prepositional Objects or prepositional Object Complements (see page xxx). beginning of this section

b) This pattern has a passive, with the pattern be V-ed prep/adv. The adverb group or prepositional phrase is an Adjunct.

c) The adverb group comes before or after the noun group. The prepositional phrase usually comes after the noun group. Sometimes, however, the prepositional phrase comes before the noun group, especially when the noun group is a long one.

A few states began to cram into their constitutions details better left to legislation.

d) Phrasal verb patterns are the same except that there is also a particle, P. With most verbs, the Object comes either between the verb and the particle or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say He posted it up or He posted up the notice but you do not say He posted up it.

Some phrasal verbs have other restricted patterning, and these restrictions are mentioned under the meaning groups concerned.

Other related patterns

V n adv prep

The verb is followed by a noun group, an adverb group, and a prepositional phrase. The passive pattern is be V-ed adv prep. Many of the verbs in meaning groups 1, 2, 4, 5, 6, 7, 9, 11, 14, 15, 16, and 17 above have this pattern.

Some time in January he asked me out for a drink and I went. He will have to ask us to bring our rubbish down to the main road.
The record will be mailed out automatically to fan club members. I picked up the cat and plonked myself down on the sofa with him in my lap. Hundreds of millions of dollars have been stashed away in private bank accounts. It was part of my job to go and stick the notices up on the door. Wilder threw the script back at him. They took the next bus back to town. At the fence, she broke up the bale of hay and tossed it over to the waiting cows.

V n prep prep

The verb is followed by a noun group and two prepositional phrases. The passive pattern is be V-ed prep prep. Many of the verbs in meaning groups 4, 5, 7, 14, 15, 16, 17, and 19 above have this pattern.

I have driven my little convertible over the Alps to Italy and back again three times. The barristers were trying to shift the blame from one to another.

V adv n prep

The verb is followed by an adverb group, a noun group, and a prepositional phrase. The passive pattern is be V-ed adv prep. Some of the verbs in meaning groups 1, 2, 4, 5, 6, 7, 8, and 9 above have this pattern.

He would be glad to discuss moving up his retirement date to the middle of 1988.

V n ord

The verb is followed by a noun group and an ordinal such as first, second, or last. The passive pattern is be V-ed ord.

Unemployment remains the main concern for voters. The National Health Service is second. The economy is ranked third.

place (usu passive) rank (usu passive) rate (usu passive) seed (usu passive)
The verb is followed by a noun group, an ordinal, and a prepositional phrase beginning with in or out of. The passive pattern is be V-ed ord in/out of n.

In addition to her photographic work, McKinlay writes fiction; she has just been placed third in the Dillons Short Story Competition.

place (usu passive) rank (usu passive) rate (usu passive) seed (usu passive)

2 V n with adv
The verb is followed by a noun group and an adverb group, or by an adverb group and a noun group. (In this pattern, the word `with’ indicates that the adverb occurs in either position.) The passive pattern is be V-ed adv.

This pattern has one structure:

- Verb with Object and Adjunct
  Carol turned the radio off.

Active voice: V n adv, V adv n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name</td>
<td>has served</td>
<td>me</td>
<td>well.</td>
</tr>
<tr>
<td>Swill</td>
<td>switched</td>
<td>the television</td>
<td>on.</td>
</tr>
</tbody>
</table>

I flicked on the lights.
She whipped off her skis.

Passive voice: be V-ed adv

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>adverb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The system</td>
<td>is flushed</td>
<td>out.</td>
<td></td>
</tr>
<tr>
<td>The family</td>
<td>is known</td>
<td>well</td>
<td>in this town.</td>
</tr>
<tr>
<td>Street lighting</td>
<td>has been switched</td>
<td>off.</td>
<td></td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `slip' group</th>
<th>2 The `click' group</th>
<th>3 The `empty' group</th>
</tr>
</thead>
</table>

1 The `slip' group

These verbs are concerned with putting clothes on or taking them off. They are used with the adverbs on and off.

*Erica* slipped her damp headband off with one hand, shook out her wet curls, and replaced the headband.
*Frank* grabbed a paddle while *Chet* tore off his shirt and used it to plug the hole in the canoe.

| put (on) rip (off) slip (on/off) take (off) tear (off) whip (off) |

2 The `click' group

These verbs are concerned with turning machinery or equipment on or off. They are used with the adverbs on and off. We include here turn (down) and turn (up), which indicate that the machine or piece of equipment is being adjusted.

*He* clicked on the lamp.
*Are* you going to turn the machine off now?

| click (on/off) flick (on/off) flip (on/off) put (off) put (on) switch (off) switch (on) turn (down) turn (off) turn (on) turn (up) |

3 The `empty' group

These verbs are concerned with emptying a container. They are used with the adverb out.

*Finally, she* emptied the purse out onto the sofa.
*Every few weeks the tank was flushed out.*
*Having finished his coffee, he* swilled out the mug and left it on the draining board.

| empty flush swill |

4 The `know' group
These verbs are concerned with knowing or remembering someone or something. They are used with adverbs such as *well*.

*Did you know the house pretty well?*
*I can remember it clearly, as if it were just yesterday.*

<table>
<thead>
<tr>
<th>know</th>
<th>remember</th>
</tr>
</thead>
</table>

5 Verbs with other meanings

There are two other groups of verbs which have this pattern.

(i) Three verbs are used with the adverb *well*. These verbs are not used with the pattern \( V \text{ adv } n \).

*If Robyn was nervous, she hid it well.*
*He qualified as a lawyer in 1944 and his colourful language served him well for 40 years.*
*I don't regret joining the society and I genuinely feel very sorry to be leaving. I wish them well in the future.*

<table>
<thead>
<tr>
<th>hide</th>
<th>serve</th>
<th>wish</th>
</tr>
</thead>
</table>

(ii) Three verbs are used with the adverbs *in* and *out*.

*Myers puts his feet up on his cluttered desk and breathes out a swirl of cigarette smoke.*

<table>
<thead>
<tr>
<th>breathe</th>
<th>(in/out)</th>
<th>count</th>
<th>(in)</th>
<th>count</th>
<th>(out)</th>
</tr>
</thead>
</table>

Structure information

a) The noun group is the Object, and the adverb group is an Adjunct.

b) This structure has a passive, with the pattern \( be \ V\text{-ed} \text{ adv} \).

3 V pl-n with *together*

The verb is followed by a plural noun group and *together*, or by *together* and a plural noun group. (In this pattern, the word `with' indicates that *together* occurs in either position.) The passive pattern is \( be \ V\text{-ed} \text{ together} \).

This pattern has one structure:
• Verb with Object and Adjunct
  
  We stuck the pieces together.

Active voice: V pl-n together, V together pl-n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>plural noun group</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two electrons</td>
<td>bind</td>
<td>the two nuclei</td>
<td>together</td>
</tr>
<tr>
<td>He</td>
<td>lashed</td>
<td>her hands</td>
<td>together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>together</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>is editing</td>
<td>together</td>
<td>excerpts of some of his films.</td>
</tr>
<tr>
<td>Whisk</td>
<td></td>
<td>together</td>
<td>the egg yolks and sugar.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed together

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>together</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two pieces</td>
<td>were glued</td>
<td>together</td>
<td></td>
</tr>
<tr>
<td>The two halves</td>
<td>were soldered</td>
<td>together</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `tie' group  
2 The `gather' group  
3 The `cobble' group

1 The `tie' group

These verbs are concerned with fastening two or more things together, physically or metaphorically.

The Town Hall columns themselves are made up of individual drums that are clamped together in the ancient manner. 
Two plastic sheets were sandwhiched together, with a film of wax in between. 
They pushed me down on a bed and tied my hands together so that I couldn't get at the blindfold. 
Bragg weaves together the histories of his main characters and
links in some strong personalities from the fields he knows best.
Paul strips the frames of the two standard bikes, **welds them together** and reassembles the finished product.

| bind bolt bond (usu passive) chain (usu passive) clamp (usu passive) clip couple (usu passive) fasten (usu passive) fuse glue (usu passive) join knit knot lash rope (usu passive) sandwich sew solder (usu passive) stick stitch tack tie weave weld yoke |

2 The `gather' group

These verbs are concerned with collecting a group of people or things together so that they make a single entity, physically or metaphorically. We include here *bracket* and *lump*, which indicate that two or more people or things are thought of as being very closely connected.

Chicago and gangsters will always be bracketed together. I've gathered together six girl dancers, six boy dancers, and a nine-piece band. There are many thick liquids that have to be mixed together. The first time I went to a yacht club I felt really uncomfortable. In those days I couldn't string three words together.

The verbs *hold*, *put*, and *scrape* are sometimes used with a singular noun group. This pattern is **V n with together**.

He had to scrape together the money to finance his latest film.

3 The `cobble' group

These verbs are concerned with making something, usually slowly or roughly. Usually the verb is used with a singular noun group. This pattern is **V n with together**. The noun group indicates the thing that is made.

Even if the politicians manage to cobble together a peace deal, what hope is there for refugees? He denied that the government was patched together just for a transition period.

In the case of cobble, piece, and put, the verb is sometimes followed by a plural noun group which indicates the things that go into making something.
We got tapes of all our radio interviews and **pieced those together** to form the base of the soundtrack.

*I'm going to put together the bits I've assembled for a Christmas frieze.*

| verb | get patch piece put throw |

4 Verbs with other meanings

There are three other verbs which have this pattern.

*You're going to add these numbers together.*
The spacious kitchen was achieved by **knocking together three small rooms**.

*Stretch and shake your hands, then **rub them together** to warm them.*

| verb | add knock rub |

Structure information

a) The noun group is the Object, and *together* is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed together**.

**4 V way prep/adv**
The verb is followed by a noun group which consists of a possessive determiner, such as *my, his, her, or their*, and the noun *way*. This is followed by a prepositional phrase or adverb group.

This pattern has one structure:

- Verb with Object and Adjunct

  *She elbows her way through the crowd.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>ate</td>
<td>her way</td>
<td>through a pound of chocolate.</td>
</tr>
<tr>
<td>He</td>
<td>is feeling</td>
<td>his way</td>
<td>into the role of successful author.</td>
</tr>
</tbody>
</table>
Labour is fighting its way back.

This pattern is very productive and most of the verbs which are used with this pattern are not used with it often. In this section we include many of these verbs and we indicate which verbs most frequently have the pattern.

This pattern is often used with a word that is normally a noun or an adjective, but which in this pattern is a verb, for example I finally crowbarred my way in. Some of these verbs are: crowbar, cudgel, flipper, helicopter, pickpocket, scam, strong-arm.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `talk' group</th>
<th>7 The `chug' group</th>
<th>13 The `eat' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `mumble' group</td>
<td>8 The `crawl' group</td>
<td>14 The `work' group</td>
</tr>
<tr>
<td>3 The `gossip' group</td>
<td>9 The `ooze' group</td>
<td>15 The `muddle' group</td>
</tr>
<tr>
<td>4 The `make' group</td>
<td>10 The `wind' group</td>
<td>16 The `laugh' group</td>
</tr>
<tr>
<td>5 The `fight' group</td>
<td>11 The `borrow' group</td>
<td>17 The `reason' group</td>
</tr>
<tr>
<td>6 The `thread' group</td>
<td>12 The `cheat' group</td>
<td>18 Verbs with other meanings</td>
</tr>
</tbody>
</table>

1 The `talk' group

These verbs are concerned with talking persuasively, often dishonestly, in order to get into a good situation or out of an unpleasant one. The verb in this group which most frequently has this pattern is talk.

*Men will not admit that they do not know something but will either bluff their way through or go and find out about it.*

*At the end of that month, unmasked as an academic fraud who had lied her way to the top of her profession, she resigned.*

*The only chance was to allay the officials' suspicions: to try and somehow talk our way out of it, or see if they were open to bribery.*

argue blag bluff bluster bullshit cajole charm con lie negotiate plead reason sweet talk talk wheedle whinge

2 The `mumble' group

These verbs are concerned with talking, singing, or playing a musical instrument in a particular way. The noun group is most frequently followed by a prepositional phrase beginning with through. The prepositional phrase indicates something such as a speech, a song, or concert. The verbs in this
group which most frequently have this pattern are croon, grunt, mumble, mutter, rap, shout, sing, slur, strum, whistle, and yell.

Bono has just crooned his way through `Satellite Of Love', aided by a croaking image of Lou Reed on the huge TV screens. Our chairman mumbled his way through a couple of prayers.

After Pauline stammered her way through an introduction, Nicola explained: Ryman's wife.

Mark, energetically strumming his way through the irresistibly wistful `Molly Malone', looks saintly.

3 The `gossip' group

These verbs are concerned with talking in a particular way. The prepositional phrase or adverb group indicates a period of time that the talking is done in, a place where someone is moving while talking, or a situation that the person talking is trying to get into or out of.

I didn't want to hear another one of his tired excuses. He couldn't apologise his way out of this. You should feel good enough to communicate your way through whatever problem presents itself, and bring about a fast resolution. They lived on the same street, went to the same schools, and gossiped their way through their teenage years. Watching him wisecracking his way round the yard, it was difficult to take his claims of imminent disaster seriously,

4 The `make' group

These verbs, when used with way, are concerned with managing to get somewhere, either physically or metaphorically. The verbs in this group which most frequently have this pattern are find and make.
Most polymers find their way into the electrical or electronic industries as insulators.
An innovation that should be making its way into gift shops before Christmas is a Tooth Fairy pillow.
Let the lad go. Let him take what food we've got left and try to make his way home.
Young artists must pave their way to art by drawing pictures for magazine stories that young authors write to pave their way to literature.
It was not long before they could no longer see their way out of what they had started.

The `fight' group

These verbs are concerned with moving somewhere with force or with difficulty, either physically or metaphorically. This includes:

- moving with energy e.g. burst, forge, storm
- harming people or things as you move e.g. batter, elbow, fight, shove
- moving with difficulty because of tiredness or obstacles e.g. claw, plod, scramble, work
- cutting or burrowing a path through something e.g. bore, burrow, tunnel

The verbs in this group which most frequently have this pattern are claw, fight, force, push, smash, and work.

With nothing to do, the mind is unable to prevent negative thoughts from elbowing their way to center stage.
They're trying to fight their way towards the besieged army camp.
The protesters forced their way into the police headquarters, setting fire to parts of the building.
When he turned professional 11 years ago, Christie was expected to storm his way to a world championship.
6 The `thread' group

These verbs are concerned with moving carefully or avoiding obstacles, either physically or metaphorically. The verbs in this group which most frequently have this pattern are feel, pick, and thread.

He **edged his way along a beam high up in the barn.**
She reached the bottom of the stairs and, with her back pressed against the wall, **inched her way towards the captain's cabin at the end of the corridor.**
He **threaded his way among the desks that cluttered the office area.**

| dodge ease edge feel grope inch manoeuvre navigate nose pick prize sidestep squeeze steer thread twist weave |

7 The `chug' group

These verbs, when used with way, are concerned with moving in a way that makes a particular noise.

The launch **chugged its way through the brown water,** past a solid wall of multicoloured trees.

| buzz chug clang clank clunk crackle crunch grind growl rattle roar rustle scrape scrunch splutter tap thump thunder wheeze whirr whisper whizz |

8 The `crawl' group

These verbs are concerned with moving in a particular way, physically or metaphorically. This includes:

- particular modes of transport e.g. pedal, row, sail
- walking in a particular way e.g. flounce, hobble, march, shuffle
- moving in some other way e.g. swim, wing

North of Port Douglas, we left the metalled roads behind us and **bumped our way into the Daintree rain forest.**
An injured woman caver **was crawling her way to freedom** last night after spending two days trapped inside a freezing mountain.
A few small privately run buses **meander their way down roads strewn with piles of rubbish.**
Ordinary Japanese people had to pedal their way about on bicycles. Miriam stepped over the side, moving slowly as she splashed her way to the bank.

In northern Europe bats have never been the most popular of creatures - they're widely regarded as rather creepy and even sinister as they wing their way through the dusk air.

9 The `ooze' group

These verbs typically have an inanimate Subject and indicate how something such as a liquid or an idea moves or spreads.

The tears dripped their way onto his vest.

He could seek instant guidance on complicated social issues that now take months to way through journalistic filters and political processes.

drip filter melt ooze percolate waft

10 The `wind' group

These verbs are concerned with the shape or direction of something such as a road or a river. The verb in this group which most frequently has this pattern is wind.

The road climbed and curled its way through skinny teak trees and tidy villages. They followed a path that wound its way through the trees.

carve curl snake spiral thread twist weave wind

11 The `borrow' group

These verbs, when used with way, are concerned with achieving something by means of a legitimate activity. This includes:

- doing something to achieve success in sports and arts e.g. bat, paint
• doing something to achieve success in business, in money matters, or in a career e.g. borrow, spend

You must not take the route of trying to **borrow your way out of trouble** when over- borrowing got you into this state in the first place. Britain's capacity to **grow its way out of recession** is severely limited.

She possessed a powerful forehand and a disconcerting ability to **hit her way out of crises**.

---

12 The `cheat' group

These verbs, when used with *way*, are concerned with achieving something by means of illegal, immoral, or underhand activities.

We are still saddled with the corrupt, incompetent, dishonest group of politicians who **cheated their way to government** a year ago. William had watched disapprovingly as Brian **insinuated his way into John's inner circle**, becoming, in time, one of John's favourite companions.

A former paramedic **tricked his way into a job as a hospital doctor** and killed a woman patient through lack of care.

---

13 The `eat' group

These verbs, when used with *way*, are concerned with consuming the whole of something. This includes:

• eating and drinking e.g. *chew, eat*
• smoking e.g. *gasp, puff, smoke*

The verb in this group which most frequently has this pattern is **eat**.

Mrs Lorimer **chewed her way through a large helping of apple tart**.
If one home-owner takes steps to kill the termites, the colony simply eats its way through another building. Fiona amazed onlookers by puffing her way through three cigarettes and swigging red wine and schnapps. Yes, he slurps his way through a glass or two as he cooks for us on the television. Why not?

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>booze</td>
<td>chain-smoke</td>
</tr>
</tbody>
</table>

14 The `work' group

These verbs, when used with way, are concerned with completing a long task carefully, such as reading a book or listening to a record.

Mackenzie has made the congregation into a real family simply through preaching his way through the Bible. Leaphorn was thumbing his way through the notebook a second time, making notes in his own notebook. In a far corner of the bar, a pianist with a portable synthesiser works his way through some requests.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>listen</td>
</tr>
</tbody>
</table>

15 The `muddle' group

These verbs are concerned with doing something in a stupid or inefficient way.

McIver had bumbled his way toward success by making the right mistakes. I guess somehow or other we muddled our way through and things worked out.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>botch</td>
<td>bumble</td>
</tr>
</tbody>
</table>

16 The `laugh' group

These verbs indicate that someone gets somewhere or gets through a period of time while making a sound or putting on an expression, or while doing something involuntarily. This includes:

- laughing and smiling e.g. grin, smile
- crying e.g. sob, weep
• showing a feeling in some other way e.g. blush, shiver

His favourite expression is: ‘There are two ways to die: you can laugh your way to the grave or cry yourself there.’
The procession panted its way up the steep hillside.
He was trembling when he opened the car door, when he ordered his steak, when he blew his nose. He quaked his way through the entire evening.
Britain is set to shiver its way through one of the coldest winters this century.

blush chortle chuckle cry gasp giggle grin guffaw laugh pant pout puff quake shiver shrug shudder sleep smile snore sob suil titter tut twitch weep yawn

17 The `reason' group

These verbs, when used with way, are concerned with solving a problem by thinking about it.

She's lied to the little girl and can't figure her way out of it.
He and Dr Watson had reasoned their way to the structure of DNA on only the barest of evidence.

agonize (cannot) figure guess rationalize reason will

18 Verbs with other meanings

There are a number of other verbs which have this pattern.

They can also shop their way into serious debt.
The film is about four Italian Americans who brawl their way through life in New York's Lower East Side.

barnstorm brawl dream meditate party preen shop

Structure information

a) The noun group following the verb is the Object and the prepositional phrase or adverb group is an Adjunct.
b) This structure has no passive.

Other related patterns
V way adv prep

The verb is followed by a noun group with way, an adverb group and a prepositional phrase. Many of the verbs in this section, especially in meaning groups 4,5,6,7,8,9, and 10, also have this pattern.

Sam had shown that he could negotiate a complicated system of highways and waterways to find his way back to Seattle. The ferry edged its way out into the river.

V way prep prep

The verb is followed by a noun group with way and two prepositional phrases. Many of the verbs in this section, especially in meaning groups 4,5,6,7,8,9, and 10, also have this pattern.

He saw Benedict limping his way down the path to the river. Such exclamations wafted their way from the telephone area onto the floor of the exhibition.

V way to -ing

The verb is followed by a noun group which consists of a possessive determiner and the noun way. This is followed by a prepositional phrase which consists of to and an `-ing' clause.

I very much hope you will see your way to advising your client to sign it.

see

5 V n about n

The verb is followed by a noun group and a prepositional phrase which consists of about and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause or by a wh-clause. The passive pattern is be V-ed about n.

This pattern has one structure:

- Verb with Object and Adjunct
  I warned him about the danger.
Active voice: V n about n/-ing/wh

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
<th>noun group/-ing/wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>advises</td>
<td>senior managers</td>
<td>about</td>
<td>getting the best out of their teams.</td>
</tr>
<tr>
<td>I</td>
<td>asked</td>
<td>him</td>
<td>about</td>
<td>what his record company is like.</td>
</tr>
<tr>
<td>We</td>
<td>used to warn</td>
<td>him</td>
<td>about</td>
<td>the dangers of eating too quickly.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed about n/-ing/wh

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>about</th>
<th>noun group/-ing/wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several stars</td>
<td>had been contacted</td>
<td>about</td>
<td>taking part.</td>
</tr>
<tr>
<td>Players</td>
<td>were grilled</td>
<td>about</td>
<td>methods of payments.</td>
</tr>
<tr>
<td>They</td>
<td>were lectured</td>
<td>about</td>
<td>how to beat crime.</td>
</tr>
<tr>
<td>He</td>
<td>should be notified</td>
<td>about</td>
<td>her condition.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `tell' group</th>
<th>3 The `feel' group</th>
<th>5 The `reveal' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The `tackle' group</td>
<td>4 The `know' group</td>
<td>6 The `fool' group</td>
</tr>
</tbody>
</table>

1 The `tell' group

These verbs are concerned with verbal communication with someone about something. This includes:

- advising
- telling
- teaching
- warning
- asking
- nagging
- scolding
- teasing
Their husbands were interrogated about separatist activities. His father played fiddle and taught him about country music. They constantly teased her about her looks, mocking her hairstyle and the clothes she wore. I liked people to tell me about the books they were reading.

The preposition about is sometimes followed by an `'-ing' clause or a wh-clause.

He dated the decline of their marriage from the time when she had stopped nagging him about never being home. They ruthlessly questioned him about why he hadn't bothered to see Christopher or even find out our address.

advise ask brief caution chide consult cross-examine forewarn grill inform interrogate interview kid lecture nag notify pester press pump question quiz reassure remind scold taunt teach tease tell warn

2 The `tackle' group

These verbs are concerned with approaching someone about a topic, often a sensitive or controversial topic. This includes challenging and fighting someone about something.

The other women confronted her about the distorted view she has of herself.

The preposition about is sometimes followed by an `'-ing' clause or a wh-clause.

One of the networks approached him about hosting a science show. I tackled him about how one could live amidst so much poverty.

approach challenge confront contact fight tackle

3 The `feel' group

These verbs are concerned with someone's thoughts or feelings about something. They often occur in questions such as What do you like about...? and clauses such as What I hate about him is...; they do not often have ordinary Objects.
What I loved about Gloria was her talent and her independence. What do you think about this threatened strike by professional footballers, then?

The preposition about is sometimes followed by an `-ing' clause.

This is what I hate about mowing the lawn. I don't mind mowing the lawn but it's raking up the grass clippings afterwards.

The preposition about is sometimes followed by a noun group and an `-ing' clause.

She asked me `What would your husband feel about you working overseas?'

dislike feel hate like love think

4 The `know' group

These verbs are concerned with knowing or finding out about something. The noun group following the verb is always an amount, and the pattern is V amount about n. When these verbs are used in the passive, the amount is the Subject.

She frequented the library to find out all she could about the disease.
At the end of the conference there was general agreement that much more needs to be found out about the donkey.

The preposition about is sometimes followed by an `-ing' clause or a wh-clause.

He may be a brilliant `personality', but he knows nothing about producing a play.
We've learned a lot about how to travel with kids and how not to.

The preposition about is sometimes followed by a noun group and an `-ing' clause. This pattern is V n about n -ing.

I heard Wally didn't know anything about me going to Canberra and that he was upset about it.
5 The `reveal' group

These verbs indicate that something reveals a lot or a little about someone or something. The noun group following the verb is always an amount, and the pattern is **V amount about n**.

- Household interiors from the past **reveal quite a lot about the people who lived in them**.
- The way you present information **says a lot about the way you do business**.

6 The `fool' group

These verbs are concerned with having the wrong idea about something. The noun group following the verb is always a reflexive pronoun, and the pattern is **V pron-refl about n/-ing/wh**. The preposition about is usually followed by an `-ing' clause or a wh-clause.

- **Were they fooling themselves about being in love** in order to justify what they were doing?
- **In our survey, nearly a quarter agreed they deceived themselves about what they ate**.

7 Verbs with other meanings

There are three other verbs which have this pattern.

In the case of **trouble**, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl about n**.

- **He seemed on the whole to be a naturally solitary person, troubling himself about only a few friends**.

In the case of **do** and **say**, the noun group following the verb is always an amount. This pattern is **V amount about n**. The preposition about is
sometimes followed by an `ing' clause.

Too many children are dying from malnutrition, preventable diseases, and neglect, and too few adults are doing enough about it. She didn't say anything about seeing a doctor.

Also in the case of do and say, the preposition about is sometimes followed by a noun group and an `ing' clause. This pattern is V amount about n -ing.

He doesn't really say much about me having HIV, but I think it makes him feel better knowing I'm going through this with him.

| do say (not) trouble |

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern be V-ed about n. The prepositional phrase is an Adjunct.

c) There is only one phrasal verb with this structure, find out, which has the patterns V P amount about n/-ing/wh and V amount P about n/-ing/wh.

Other related patterns

V n amount about n

The verb is followed by a noun group, an amount, and a prepositional phrase beginning with about. The passive pattern is be V-ed amount about n.

She taught me a lot about plants.

The preposition about is sometimes followed by an `ing' clause or a wh-clause.

He was a good man who taught me a lot about living on the planet and making the most of it.

In the case of trouble, the noun group is always a reflexive pronoun. This pattern is V pron-refl amount about n.

The ordinary Frenchman troubles himself very little about...
The ordinary Frenchman troubles himself very little about politics.

teach tell trouble

6 V n against n

The verb is followed by a noun group and a prepositional phrase which consists of against and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause. The passive pattern is be V-ed against n.

This pattern has two structures:

- Structure I: Verb with Object and prepositional Object
  
  *We'll have to weigh the responsibilities against the rewards.*

- Structure II: Verb with Object and Adjunct
  
  *We insured the house against fire.*

Structure I: Verb with Object and prepositional Object

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>noun group</th>
<th>against</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The championships</td>
<td>will match</td>
<td>the professionals</td>
<td>against</td>
<td>the amateurs.</td>
</tr>
<tr>
<td>We</td>
<td>have to weigh</td>
<td>the pluses</td>
<td>against</td>
<td>the minuses.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed against n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>against</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press freedom</td>
<td>has to be balanced</td>
<td>against</td>
<td>the right to privacy.</td>
</tr>
<tr>
<td>Village</td>
<td>is pitted</td>
<td>against</td>
<td>village.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with considering or dealing with two or more different things, people, or groups. We include here the verbs *match, pit, and play off,* which involve making two or more people or groups
compete with or fight each other.

The prospects of a better job in a higher housing cost area would have to be balanced against a significant and inevitable fall in living standards.

Between 1688 and 1945 Britain participated in twelve wars in which she was pitted against one or more great powers. Union leaders have been playing off one bid against another to try to secure the best possible deal. Nobody ever said being a parent was easy. You have to weigh the responsibilities against the rewards.

Sometimes the noun group following the verb is plural and the noun group following the preposition is one another or each other. In the passive, the Subject is plural.

The select committee and the judicial inquiry are being played off against one another.

balance cross-check (usu passive) match pit (usu passive) set (usu passive) set weigh play off trade off

Structure information: Verb with Object and prepositional Object

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed against n. The prepositional phrase is the prepositional Object.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

He has a compulsive need to play off against each other the centres of power that surround him.

d) There are only two phrasal verbs with this structure, play off and trade off. The active patterns are V n P against n and V P n (not pron) against n. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say She played them off against each other or She played off enemies against each other but you do not say She played off them against each other.
The passive pattern is **be V-ed P against n.**

**Structure II: Verb with Object and Adjunct**

**Active voice: V n against n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>against</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>clinked</td>
<td>her glass</td>
<td>against</td>
<td>his.</td>
</tr>
<tr>
<td>Your policy</td>
<td>insure</td>
<td>you</td>
<td>against</td>
<td>redundancy.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed against n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>against</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The protests</td>
<td>were directed</td>
<td>against</td>
<td>the central government.</td>
</tr>
<tr>
<td>Children</td>
<td>should be vaccinated</td>
<td>against</td>
<td>measles.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `protect' group</th>
<th>II.2 The `strike' group</th>
<th>II.3 The `level' group</th>
</tr>
</thead>
</table>

**II.1 The `protect' group**

These verbs are concerned with protecting someone or something against disease or any other unpleasant event, either physically or metaphorically.

*The family provides stability and support, which cushions members against the disturbing effects of change.*

*The pot or container in which the plant is growing may be vulnerable to frost and it should be insulated against the cold.*

*He urged people to go to the city centre to protect their government against what he called a coup attempt.*

In the case of cover, defend, insure, and protect, the preposition against is sometimes followed by an `-ing' clause.

*Policies will normally cover you against having to call off your holiday because of a major crisis at home.*

*There is no need for people who live in tower blocks to be insured.*
against being struck by a juggernaut.

In the case of *insure* 2, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl against n**. The verb *defend* 1,2 often has this pattern as well.

*Women can now insure themselves against contracting breast cancer.*

<table>
<thead>
<tr>
<th>cover</th>
<th>cushion</th>
<th>defend</th>
<th>immunize (usu passive)</th>
<th>indemnify</th>
<th>inoculate</th>
<th>insulate</th>
<th>insure</th>
<th>protect</th>
</tr>
</thead>
<tbody>
<tr>
<td>spray</td>
<td>vaccinate (usu passive)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.2 The `strike' group

These verbs are concerned with striking or putting one thing against another.

*The Commissioner propped his walnut cane against the bed and sat down. Naomi grabbed her hair, slammed her against the car and started slugging her. He lashed out just once, Dean fell and struck his head against the bannister.*

In the case of *brace*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl against n**. The verb *flatten* often has this pattern as well.

*She staggered over to her chair and slumped into it, leaning forward and bracing herself against the table.*

| bang | brace | clink | dash | drum | flatten | lean | press | prop | slam | strike |

II.3 The `level' group

These verbs are concerned with attacking someone or being hostile towards someone. The prepositional phrase indicates the person or people involved.

*The French champagne producers brought an action against the producers of the elderflower drink to stop them calling it champagne. Child abuse allegations are the worst that can be levelled against an entertainer. Dr Spencer makes out his case against Sir Arthur in a book containing new evidence based on documents and letters held by the*
II.4 The `warn' group

These verbs are concerned with warning someone against something. The preposition *against* is usually followed by an `-ing' clause.

Many of his advisers had warned him against involving himself in trying to settle a complicated foreign conflict that was of little interest to most Americans.

II.5 Verbs with other meanings

There are three other verbs which have this structure.

She feared that he would turn her daughter against her.

In the case of steel, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl against n**.

She waited for the batons to strike, steeled herself against the tear gas, and said a Hail Mary.

Structure information: Verb with Object and Adjunct

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed against n**. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

*We want only to defend against its enemies that which is our*
priceless heritage: freedom.

d) There is only one phrasal verb with this structure, make out. The active pattern is \textbf{V P n (not pron) against n}. The Object comes after the particle, and it cannot be a personal pronoun. You say \textit{I made out a case against him} but you do not say \textit{I made out it against him}. The passive pattern is \textbf{be V-ed P against n}.

7 V n as adj

The verb is followed by a noun group and a prepositional phrase which consists of the preposition \textit{as} and an adjective group. The passive pattern is \textbf{be V-ed as adj}.

This pattern has two structures:

- Structure I: Verb with Object and prepositional Object Complement
  \textit{I saw the question as crucial}.
- Structure II: Verb with Object and prepositional Complement
  \textit{That strikes me as right}.

Structure I: Verb with Object and prepositional Object Complement

Active voice: \textbf{V n as adj}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>as</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>accept</td>
<td>this premise</td>
<td>as</td>
<td>fundamental.</td>
</tr>
<tr>
<td>She</td>
<td>perceived</td>
<td>him</td>
<td>as</td>
<td>stupid.</td>
</tr>
</tbody>
</table>

Passive voice: \textbf{be V-ed as adj}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>as</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Such protection</td>
<td>could be considered</td>
<td>as</td>
<td>adequate.</td>
</tr>
</tbody>
</table>
A woman aged twenty is described as critically ill.

Verbs with this structure are all concerned with labelling, interpreting, or regarding someone or something as having a particular quality. The prepositional phrase indicates a description of the Object.

Some verbs, such as brand, condemn, and scorn, indicate that you regard someone or something as bad. Others, such as misrepresent, indicate that you disapprove of the way someone else labels, interprets, or regards someone or something.

There are many famous and successful people in this world who have tattoos - it doesn't brand them as unfit to blend into society. A child who considers himself at least as good as other children is one that we might regard as having a reasonable measure of self-esteem.

The man gave a murmur that could be construed as polite only by a leap of the imagination.

Chicken, cheese, lamb, beef, liver - all have in turn been denounced as dangerous to health. Depending upon your circumstances, you might interpret redundancy as welcome or unwelcome. Her diamond rings marked her out as seriously rich. In psychiatric practice much care is taken to make sure that the occasional physical illness is not passed off as psychological. The growth of free trade internationalism was presented as crucial to the progress of the working man in Europe. His government supports the idea of defining common criteria to use in deciding whether to recognize states as independent. One man regards a glass of water as half full while another views it as half empty.

Structure information: Verb with Object and prepositional Object
Complement

a) The noun group is the Object, and the prepositional phrase is the prepositional Object Complement.

b) This structure has a passive, with the pattern be V-ed as adj. The prepositional phrase is the prepositional Complement.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

\textit{Adorno set out to expose as false all claims that the `good' or `just' society had been achieved.}

d) There are only three phrasal verbs with this structure, \textit{mark out, pass off}, and \textit{write off}. The active patterns are V n P as adj and V P n (not pron) as adj. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say

\textit{I wrote it off as useless}

or \textit{I wrote off my attempt as useless}

but you do not say \textit{I wrote off it as useless.}

The passive pattern is be V-ed P as adj.

Structure II: Verb with Object and prepositional Complement

V n as adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>as</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>impressed</td>
<td>the board</td>
<td>as</td>
<td>competent enough.</td>
</tr>
<tr>
<td>He</td>
<td>struck</td>
<td>me</td>
<td>as</td>
<td>young, vigorous, interesting.</td>
</tr>
</tbody>
</table>

Verbs with this structure are concerned with the impression that someone or something makes on a person. The Object indicates that person. The prepositional phrase indicates a description of the Subject.

\textit{Mr. White has impressed scores of acquaintances as capable of}
Structure information: Verb with Object and prepositional Complement

a) The noun group is the Object, and the prepositional phrase is the prepositional Complement.

b) This structure has no passive.

8 V n as n

The verb is followed by a noun group and a prepositional phrase which consists of as and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause. The passive pattern is be V-ed as n.

This pattern has two structures:

- Structure I: Verb with Object and prepositional Object Complement
  *They chose her as their representative.*

- Structure II: Verb with Object and prepositional Complement
  *He struck me as a very sensible person.*

Structure I: Verb with Object and prepositional Object Complement

Active voice: V n as n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Object</th>
<th>as</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanna</td>
<td>did not dismiss</td>
<td>Maude</td>
<td>as</td>
<td>a fraud.</td>
</tr>
<tr>
<td>Goodliffe</td>
<td>mentions</td>
<td>this</td>
<td>as</td>
<td>being a safe alternative.</td>
</tr>
<tr>
<td>The government</td>
<td>has presented</td>
<td>these changes</td>
<td>as</td>
<td>major reforms.</td>
</tr>
<tr>
<td>He</td>
<td>regards</td>
<td>himself</td>
<td>as</td>
<td>being too old for the post.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed as n/-ing
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>prepositional Complement</th>
<th>as</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person’s life</td>
<td>should be considered</td>
<td>as</td>
<td>beginning at the moment of birth.</td>
<td></td>
</tr>
<tr>
<td>A life sentence</td>
<td>is defined</td>
<td>as</td>
<td>being twenty-five years.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>had been mentioned</td>
<td>as</td>
<td>a possible new Foreign Minister.</td>
<td></td>
</tr>
<tr>
<td>The liberators</td>
<td>were revealed</td>
<td>as</td>
<td>oppressors.</td>
<td></td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P as n/-ing, V P n (not pron) as n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>...Verb</th>
<th>as</th>
<th>prep. Object Complement</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>passed</td>
<td>the child</td>
<td>off</td>
<td>as</td>
<td>her own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>can put</td>
<td>him</td>
<td>down</td>
<td>as</td>
<td>a sort of early idol.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>won't show</td>
<td>themselves</td>
<td>up</td>
<td>as</td>
<td>being plain dumb.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>as</th>
<th>prep. Object Complement</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>have marked</td>
<td>down</td>
<td>Field</td>
<td>as</td>
<td>the main danger.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>has written</td>
<td>off</td>
<td>his colleagues</td>
<td>as</td>
<td>being unsuitable for promotion.</td>
<td></td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P as n/-ing
He was marked down as one of the brightest officers.
The state of Kentucky was singled out as being on the cutting edge of reform.

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>I.1 The <code>name' and </code>consider' group</th>
<th>I.2 The `stamp' group</th>
<th>I.3 The `use' group</th>
</tr>
</thead>
</table>

I.1 The `name' and `consider' group

These verbs are concerned with:

- thinking of someone in a particular way e.g. conceive, consider
- giving someone a role or position e.g. appoint, ordain
- choosing someone to have a role or position e.g. elect, nominate
- putting someone or something into a class e.g. classify, pigeon-hole
- talking to someone in a particular way e.g. address
- criticizing someone because they have particular qualities e.g. denounce, reject
- representing someone in a particular way e.g. expose, stereotype
- talking about someone in a particular way e.g. brand, dub

The Subject always indicates a human being.

Within this group some verbs have a positive meaning, such as acclaim, hail, laud, and lionize. Some verbs, such as condemn, dismiss, scorn, and vilify indicate that you regard someone or something as bad. Others, such as caricature and misrepresent, indicate that you disapprove of the way someone else labels, interprets, or regards someone or something.

The president is likely to appoint a woman as secretary of the navy.
I would characterize the space station as a technology project, not as a science project.
I consider him as a friend.
A Home Office spokesman has described reports of deaths inside the prison as speculation.
It's difficult to express concern about it without being labelled as a racist or a fascist.
An obscure engineer had been awarded a remarkable patent, naming him as the inventor of the first microprocessor. Carter is remembered as the president who wore a heavy wool sweater in the White House. The popular press tends to represent him as an environmental guru. The whole story shows him up as a near-criminal.

The preposition as is sometimes followed by an `-ing' clause. Imports have to be coming from holdings that have been free of BSE for two years. I think it's too easy for bands to be written off as sounding like other people.

In the case of announce, class, disguise, establish, fancy, and project, the noun group following the verb is always or often a reflexive pronoun. This pattern is V pron-refl as n/-ing. The verb pass off has the pattern V pron-refl P as n/-ing.

She couldn't travel as a woman, so she disguised herself as a man. Like most joyriders, Stuart fancied himself as an expert driver and a match for the police. The medieval mind was fascinated by the thought of a woman passing herself off successfully as a man.

I.2 The `stamp' group

These verbs are used to indicate that something shows the nature of someone or something. Unlike the previous group, the Subject never indicates a human
It was a performance that **stamped him as the star we had been searching for** in a season of relative mediocrity.

The preposition *as* is sometimes followed by an `-ing' clause.

**The card identified him as having brown hair and eyes.**

---

I.3 The `use' group

These verbs are concerned with the role that is assigned to something in the course of a particular action.

This is a productive use. There are a lot of verbs which are often concerned with assigning a role to something, for example: *We bought the house as an investment, They sold the waste to farmers as fertilizer.* The verbs listed here are the ones which are most frequently used in this way.

*One recent development is the creation of lots of factories which illegally **employ children as cheap labour.** People **have been keeping parrots as indoor pets** since Egyptian times.*

*If a substance **is marketed as a dietary or nutritional aid,** it falls outside the regulations which control medicines.*

*She had moved the peanut butter jar from office to office and **used it as a pencil holder.***

In the case of *promote* and *treat,* the preposition *as* is sometimes followed by an `-ing' clause.

*Parents **should treat their children as being able to understand the idea of using accents appropriately.***

---

I.4 The `quote' group

These verbs are concerned with quoting someone. The preposition *as* is always followed by an `-ing' clause.
The Washington Post today cited a senior Pentagon official as saying only 25 percent of the unguided bombs were accurate. You, in fact, quoted her as saying, `My friends say I'm the white Aunt Jemima of the women's movement'.

I.5 Verbs with other meanings

There is one other verb which has this structure.

He fled to France after he was deposed as president.

depose (usu passive)

Structure information: Verb with Object and prepositional Object Complement

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object Complement.

b) This structure has a passive, with the pattern be V-ed as n. The prepositional phrase is the prepositional Complement.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

He dismissed as scare stories reports that teachers were being sacked because schools didn't have enough to pay them.

d) Phrasal verb patterns are the same, except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say

She passed him off as her own
or She passed off the child as her own
but you do not say She passed off him as her own.

Structure II: Verb with Object and prepositional Complement

V n as n
He began his career as a wedding photographer.

She impressed me as an interesting and sensitive person.

### Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `strike' group</th>
<th>II.2 The <code>begin' and </code>end' group</th>
<th>II.3 The `replace' group</th>
</tr>
</thead>
</table>

#### II.1 The `strike' group

These verbs are concerned with the impression that something or someone makes on a person. The Object indicates that person.

*He always struck me as a very dispassionate and calculating sort of man.*

The preposition *as* is sometimes followed by an `-ing' clause.

*The bride has impressed me as being equally pleasant and obviously fitted to the noble calling she has chosen.*

#### II.2 The `begin' and `end' group

These verbs are concerned with beginning, continuing, and ending something. They usually have a human Subject. The prepositional phrase indicates what someone or something was at the beginning or end of their life or career, or what they continue to be.

*Lloyd Wright began his career as a landscape architect.*

*Stephen Demainbray (1710-1782) was a Huguenot Londoner who ended his life as His Majesty King George III's Astronomer in charge of the Observatory at Kew.*

#### II.3 The `replace' group
These verbs indicate that one thing or person takes the place of another.

*Turkish* replaced *Arabic as the language of the ruling elite.*

<table>
<thead>
<tr>
<th>replace supplant</th>
</tr>
</thead>
</table>

II.4 Verbs with other meanings

There is one other verb which has this structure.

*He looked for a fallen branch that would serve him as a crutch.*

<table>
<thead>
<tr>
<th>serve</th>
</tr>
</thead>
</table>

Structure information: Verb with Object and prepositional Complement

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Complement.

b) This structure has no passive.

c) There are only two phrasal verbs with this structure, *start off* and *start out*. The active pattern is V P n (not pron) as n. The Object comes after the particle, and it cannot be a personal pronoun. You say *He started out his career as a clerk* but you do not say *He started out it as a clerk*.

Other productive uses

A prepositional phrase beginning with *as* is used with two additional meanings. These uses are productive, that is, they occur with a wide variety of verbs.

1 The prepositional phrase has the meaning ‘because someone or something has a particular role’. An example is *They burned her as a witch*, which means that they burned her because (they thought) she was a witch.

2 The prepositional phrase has the meaning ‘in his, her or its capacity as’. An example is *book is widely consulted as an authoritative source on terrorist movements worldwide*.

9 V n as to wh

The verb is followed by a noun group and a prepositional phrase which consists
of *as to* and a wh-clause or a noun group. The passive pattern is *be V-ed as to wh*.

This pattern has one structure:

- Verb with Object and Adjunct.
  
  *I informed him as to what his legal rights were.*

Active voice: *V n as to wh/n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th><em>as to</em></th>
<th>wh-clause/noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A couple of readers</td>
<td>have enlightened</td>
<td>me</td>
<td>as to</td>
<td>standard practice.</td>
</tr>
<tr>
<td>He</td>
<td>was interrogating</td>
<td>them</td>
<td>as to</td>
<td>what they did in the war.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed as to wh/n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th><em>as to</em></th>
<th>wh-clause/noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was quizzed</td>
<td>as to</td>
<td>how he would adapt to the challenge.</td>
</tr>
<tr>
<td>Players</td>
<td>were warned</td>
<td>as to</td>
<td>their future conduct.</td>
</tr>
</tbody>
</table>

This pattern is rather formal, and is used in writing more often than in speech. Verbs with this pattern belong to the following meaning groups:

1 The `advise` group
2 The `limit` group
3 Verbs with other meanings

1 The `advise` group

These verbs are concerned with asking for or giving advice or information.

*They should be advised as to how to minimize the risks.*

*Our attempts to consult him as to what would be a suitable site have been met evasively.*

*A second jury would have to be carefully educated as to how and why this soft-spoken mother of five had been able to kill the father of her children.*
Mr Bridge has been informed as to the full extent of the seriousness of his violation.

Some directors were apt to take him aside and question him as to the seriousness of his commitment to the theatre.

advise answer ask challenge consult counsel educate enlighten inform instruct interrogate misinform mislead question quiz warn

2 The `limit' group

These verbs are concerned with limiting or restricting someone in a particular way.

Since 1883, parliamentary candidates have been limited as to their election spending.

A politically appointed person can make an order against somebody, restricting them as to where they can go and what they can do.

limit restrict

3 Verbs with other meanings

There are two other verbs which have this pattern. The noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl as to wh/n.

George's contract expires in the summer and he's yet to commit himself as to what the future holds.

The buyer should satisfy himself as to the condition of the bird before buying it.

commit satisfy

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the patterns be V-ed as to wh and be V-ed as to n. The prepositional phrase is an Adjunct.
The verb is followed by a noun group and a prepositional phrase which consists of at and a noun group. The passive pattern is be V-ed at n.

This pattern has three structures:

- **Structure I: Verb with Object and prepositional Object**
  
  *He shot a glance at her.*

- **Structure II: Verb with Object and prepositional Object Complement**
  
  *I put the price at $1,000.*

- **Structure III: Verb with Object and Adjunct**
  
  *She shouted insults at him.*

**Structure I: Verb with Object and prepositional Object**

V n at n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>noun group</th>
<th>at</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>flashed</td>
<td>a loving smile</td>
<td>at</td>
<td>his new bride.</td>
</tr>
<tr>
<td>She</td>
<td>sneaked</td>
<td>a glance</td>
<td>at</td>
<td>Max.</td>
</tr>
</tbody>
</table>

Verbs with this structure are concerned with directing a look or a smile at someone or something.

*The maid, her face red with anger, backed out, throwing one last cautionary look at her mistress.*

| dart | direct | flash | shoot | sneak | throw |

Structure information: Verb with Object and prepositional Object

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object.

b) This structure has no passive.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

*Werner at times shot at Anthony a look with a sly smile behind the eyes.*
Structure II: Verb with Object and prepositional Object Complement

Active voice: V n at amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Prep. Object Complement</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New York Times</td>
<td>put</td>
<td>the purchase price</td>
<td>at</td>
<td>about $200 million.</td>
</tr>
<tr>
<td>The magazine</td>
<td>reckoned</td>
<td>his personal wealth</td>
<td>at</td>
<td>$2.1 billion.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed at amount

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Prepositional Complement</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savings on all the programmes</td>
<td>are estimated</td>
<td>at</td>
<td>two million dollars.</td>
</tr>
<tr>
<td>The share price</td>
<td>was set</td>
<td>at</td>
<td>531.75</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with estimating, fixing, or maintaining the value, or size of something.

*The interim dividend for the six months to June 30 has been pegged at 1p and the company has promised to maintain the final dividend at 2p.*

*The number of child workers was put at more than 4.8 million.*

| estimate (usu passive) maintain peg (usu passive) put reckon set (usu passive) |

Structure information: Verb with Object and prepositional Object Complement

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object Complement.

b) The structure has a passive, with the pattern be V-ed at amount. The prepositional phrase is the prepositional Complement.
c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

The resolution *sets at thirty percent the ceiling of future oil revenues payable into the compensation fund.*

Structure III: Verb with Object and Adjunct

Active voice: V n at n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>noun group</th>
<th>at</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>sold</td>
<td>my house</td>
<td>at</td>
<td>a profit.</td>
</tr>
<tr>
<td>I</td>
<td>shook</td>
<td>my fist</td>
<td>at</td>
<td>him.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed at n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>at</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>His remarks</td>
<td>were aimed</td>
<td>at</td>
<td>India and Israel.</td>
</tr>
<tr>
<td>The students' anger</td>
<td>is directed</td>
<td>at</td>
<td>the government.</td>
</tr>
<tr>
<td>Bombs</td>
<td>were thrown</td>
<td>at</td>
<td>shops in the capital.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

III.1 The `point' group  III.2 The `throw' group  III.3 The `shout' group

III.1 The `point' group

These verbs are concerned with pointing or aiming something at someone or something. The thing that is aimed may be:

- a part of your body such as your fist or finger
- a weapon
- a torch or other instrument

Sometimes, as in the case of *jab* and *stab* for example, there may be physical contact involved.
Alan jabbed a finger at me. The 19-year-old was outside a Birmingham health centre when the boys burst into the phone box and pointed the gun at her. He swung a hammer at her head but missed.

| aim | direct | jab | level | point | shake | stab | swing |

III.2 The `throw' group

These verbs are concerned with throwing something at someone or something.

He stepped away from his father and picked up a few stones, started chucking them at the train embankment. They set fire to the prison garage and to a wood store of a carpentry shop, and hurled roof tiles and other missiles at firemen and riot police. Separatists threw a bomb at a house owned by a woman they have accused of being a police informer.

In the case of fling 2, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl at n.

Suddenly, she flung herself at Andrew and buried her face in his shoulder.

| chuck | fling | hurl | throw |

III.3 The `shout' group

These verbs are concerned with directing remarks at someone, criticizing or insulting them, or shouting at them. This is a productive pattern: a large number of verbs which involve communication of some kind, usually angry or unpleasant, can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

These last remarks were directed at a small boy who had been impatiently tapping on the counter with a coin to interrupt the shopkeeper's flow of talk. The Defence Minister stormed out of government in June after allegations of corruption were levelled at him and his family. As several hundred soldiers advance up the hill, they shout and scream insults at the guerillas. I should never have told you that. I knew you'd throw it back at me.
III.4 The `buy' group

These verbs are concerned with buying, selling, or putting a value on something.

行政管理部，拥有在纽卡斯尔的大办公室，已
被预算为3.9十亿英镑。

地产部可能以折扣价出售
物业来迅速筹集资金以支付税款。

The noun group following the preposition is often an amount. This pattern is V n at amount.

One day Carret was able to buy some bonds at $89, which he then sold at a profit.

be aimed clock (usu passive) pitch

III.5 Verbs with other meanings

There are three other verbs which have this structure. In the case of be aimed, the preposition at is usually followed by an `-'ing' clause rather than a noun group.

A great deal of research has been aimed at developing a safe tobacco cigarette.

In the case of clock, the noun group following the preposition is usually an amount. This pattern is V n at amount.

Top winds in the storm have been clocked at about 50 miles an hour.

Structure information: Verb with Object and Adjunct

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.
b) This structure has a passive, with the pattern be V-ed at n. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

*Over the years they had hurled at each other every curse word they knew.*

d) There is only one phrasal verb with this structure, throw back. The active patterns are V n P at n and V P n (not pron) at n. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say

*He threw it back at me*

or *He threw my admission back at me*

*but you do not say He threw back it at me.*

*The passive pattern is be V-ed P at n.*

**11 V n between/among pl-n**

The verb is followed by a noun group and a prepositional phrase which consists of *between* or *among* and a plural noun group. The passive pattern is *be V-ed between/among pl-n*.

This pattern has one structure:

- Verb with Object and Adjunct

  *He divided his money among his children.*

**Active voice: V n between/among pl-n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>between/among</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>UN officials</td>
<td>have mediated</td>
<td>a meeting</td>
<td>between</td>
<td>the two sides.</td>
</tr>
<tr>
<td>I</td>
<td>would rate</td>
<td>him</td>
<td>among</td>
<td>the fastest bowlers.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed between/among pl-n**

<table>
<thead>
<tr>
<th>Verb group</th>
<th>between/among</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Profits are distributed among the policy holders of the fund.
The cleaning should be shared between you and your partner.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Profits</td>
<td>are distributed</td>
<td>among</td>
<td>the policy holders of the fund.</td>
</tr>
<tr>
<td>The cleaning</td>
<td>should be shared</td>
<td>between</td>
<td>you and your partner.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `divide' group
2 The `forge' group
3 The `sandwich' group

1 The `divide' group

These verbs are concerned with dividing something between two or more people or groups. When only two people or groups are involved, the preposition is usually *between* rather than *among*. When more than two people or groups are involved, you can use either *between* or *among*.

*Drain the noodles and divide them among the individual serving bowls.*
*The tips are divided up equally between the staff, and then added on to their wage packet.*
*Election coverage on radio and television will be split between the party in power and the opposition parties.*

2 The `forge' group

These verbs are concerned with mediating or forging an agreement between two people or groups.

The programme aims to forge links between higher education and small business,
forge mediate

3 The `sandwich' group

These verbs are concerned with putting something between two or more things, either physically or metaphorically. In the case of sandwich, only the preposition *between* is used.

*The liquid crystal is sandwiched between two glass plates, each of which carries a polarising filter.*
In the case of *interpose*, the noun group following the verb is often a reflexive pronoun. This pattern is **V pron-refl between/among pl-n**.

*Police forces had to interpose themselves between the two rival groups.*

| interpose intersperse sandwich |

4 The `number' group

These verbs are concerned with considering someone or something to be in a particular group. The prepositional phrase indicates that group. Only the preposition *among* is used with these verbs.

*He numbered several Americans among his friends and confessed that he set a high value upon their friendship.*

| number rank rate |

5 Verbs with other meanings

There is one other verb which has this pattern. Only the preposition *between* is used with this verb. It is sometimes followed by two co-ordinated `-ing' clauses.

*Mothers are caught between wanting their girls to grow up into lovely women and hating to grow older themselves.*

| be caught |

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed between/among pl-n**. The prepositional phrase is an Adjunct.

c) There are only three phrasal verbs with this structure, *divide up, share out,* and *split up*. The active patterns are **V n P between/among pl-n** and **V P n (not pron) between/among pl-n**. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be
a personal pronoun. You say

*He split it up between the children*

or *He split up the money between the children*

but you do not say *He split up it between the children.*

The passive pattern is *be V-ed P between/among pl-n.*

Other related patterns

V n adj *among pl-n*

The verb is followed by a noun group, an adjective group, and a prepositional phrase which consists of *among* and a plural noun group. The adjective is usually *high* or *low.*

*The paradox of the schools' success is that their teaching staff probably rate academic results relatively low among their priorities.*

rank rate

V n ord *among pl-n*

The verb is followed by a noun group, an ordinal number, and a prepositional phrase which consists of *among* and a plural noun group.

*One survey ranked her fifth among preferred presidential candidates.*

rank

12 V n *by n*

The verb is followed by a noun group and a prepositional phrase which consists of *by* and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing’ clause.

This pattern has one structure:

- Verb with Object and Adjunct
  *He began the day by taking a cool shower.*

The passive pattern *be V-ed by n* is dealt with in this section when it is a genuine passive of a *V n by n* structure. Note, however, that *be V-ed by n* may also be the passive of *V n.* See page xxx. *Ch1 Sec2 oth rel patt*
Active voice: V n by n/-ing

<table>
<thead>
<tr>
<th>Verb group</th>
<th>noun group</th>
<th>by</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
<td>Adjunct</td>
</tr>
<tr>
<td>He</td>
<td>began</td>
<td>the day</td>
<td>by</td>
</tr>
<tr>
<td>He</td>
<td>grabbed</td>
<td>her</td>
<td>by</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed by n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>by</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even first-time visitors</td>
<td>were called</td>
<td>by</td>
<td>their first names.</td>
</tr>
<tr>
<td>Some local trains</td>
<td>will be replaced</td>
<td>by</td>
<td>buses.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

| 1 The `begin' and `end' group | 2 The `grab' group | 3 The `call' group |

1 The `begin' and `end' group

These verbs are concerned with beginning or ending a task, session, career, or period of time. The prepositional phrase indicates what someone does at the beginning or end of this period. We include here the verb *preface*, which involves saying something before making a remark or a speech; *answer*, which involves answering a question in a particular way; and *crown*, which involves finishing your career in a particularly successful way.

With these verbs, the preposition *by* is usually followed by an `-ing' clause rather than a noun group. Verbs with this meaning do not often occur in the passive.

*He answered the question by denying that any unusual troop movements were taking place.*

*When my father's education finished, he began his engineering career by building ice factories.*

*The South Korean president has ended his visit to Japan by inviting Emperor Akihito to pay a return visit to South Korea.*

*The senator prefaced his round of questions by saying that everyone makes mistakes and that the committee should be*
careful not to set too high a standard.
He started off this particular interview by saying, `Yes, I think you're on to a good idea.'

answer begin close crown end finish open preface start
finish up start off start out

2 The `grab' group

These verbs are concerned with grabbing or holding someone by a part of their body.

He grabbed Rivers by the shoulders and dragged him out of the car.
Sunny's father took his protesting daughter with him. He had her by the arm and was propelling her firmly across the gravel to the back entrance to the cafe.

catch grab have hold take

3 The `call' group

These verbs are concerned with calling or knowing someone by their name, or by a particular name.

In three years I had never called him by name.
For some unexplained reason he seems to have been the only boy in the school who was known by his Christian name and not his surname.

call know

4 The `raise' and `lower' group

These verbs are concerned with:

- raising or lowering a number or value by a particular amount e.g. cut, devalue
- multiplying or dividing a number or amount by another number e.g. divide, multiply

The noun group following the preposition is always an amount, and the
The Irish government was forced to **devalue its pound by 10 percent** within the European exchange-rate mechanism. The bank provides customers with a chart to estimate their year's bills and **divide the total by twelve**. The eruption produced so much ash scientists believe it counteracted the greenhouse effect and **lowered temperatures by one to two degrees** worldwide. Many resort town employers **have raised salaries by 35 to 50 percent** in the past year in an effort to attract needed help.

5 Verbs with other meanings

There are a few other verbs which have this pattern.

*He allegedly **fathered a child by a woman he had met at an equestrian event in New Zealand**.*

*I didn't get it. I think you'd better run it by me again.*

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed by n**. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one. *Inflation has multiplied by about 15 the amount of money a family needs to live on.*

d) There are only three phrasal verbs with this structure, **finish up, start off**, and **start out**. The active patterns are **V n P by-ing** and **V P n by -ing**. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say *He started it off by greeting us all*
or *He started off the party by greeting us all*
*but you do not say He started off it by greeting us all.*

**Productive uses**

The pattern **V n by-ing** is productive: you can use it with a wide range of verbs involving saying or doing something. The prepositional phrase indicates the means by which something is said or done, as in *He escaped the law by fleeing the country.*

**13 V n for n**

The verb is followed by a noun group and a prepositional phrase which consists of for and a noun group. With some verbs the preposition is sometimes followed by an `~-ing' clause. The passive pattern is **be V-ed for n.**

This pattern has two main structures:

- Structure I: Verb with Object and prepositional Object
  
  *She bought a present for him.*

- Structure II: Verb with Object and Adjunct
  
  *He begged his father for a loan.*

**Structure I: Verb with Object and prepositional Object**

Active voice: **V n for n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>for</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>has brought</td>
<td>a nice present</td>
<td>for</td>
<td>you.</td>
</tr>
<tr>
<td>They</td>
<td>had found</td>
<td>a portable high chair</td>
<td>for</td>
<td>the baby.</td>
</tr>
</tbody>
</table>

Passive voice: **be V-ed for n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>for</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A room</td>
<td>has been booked</td>
<td>for</td>
<td>him.</td>
</tr>
<tr>
<td>Bison meat</td>
<td>is being prescribed</td>
<td>for</td>
<td>patients with food allergies.</td>
</tr>
</tbody>
</table>
Verbs with this structure belong to the following meaning groups:

I.1 The ‘buy’ group

These verbs are concerned with doing something for someone.

This is a productive use: any verb that involves doing something for someone can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

*His blue blazer and gray flannel pants* had been *bought* for him at Farmer's boys' department by Miss Dunn herself.  
*She knitted socks and sweaters for the troops.*  
*I followed her to the kitchen where she was making coffee for all of them.*  
*He used to raise money for charity* by taking off all his clothes and jumping in the canal.

In the case of *carve* and *forge*, the noun group following the preposition is always a reflexive pronoun. This pattern is V n for pron-refl.

*Mark has endeavoured to carve an independent career for himself.*  
*In the unrelenting world of National Hunt racing, Williamson, 25, has forged a healthy niche for himself.*

In the case of *do*, the noun group following the verb is often an amount. This pattern is amount for n.

*If you are asking others to do a lot for you, ask or suggest what you might do for them.*

I.2 The ‘exchange’ group

These verbs are concerned with exchanging one thing for another. We include here *mistake*, which involves thinking that something is something else.

*The shipment is part of a barter deal exchanging rice for coal and cement.*
The USA nearly declared nuclear war when its computer *mistook the rising moon for a missile attack.* Someone *swapped the blank for a real bullet.* He is lucky to be alive.

<table>
<thead>
<tr>
<th>barter exchange mistake substitute swap trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>trade off</td>
</tr>
</tbody>
</table>

Structure information: Verb with Object and prepositional Object

a) The noun group following the verb is an Object, and the prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern *be V-ed for n.* The prepositional phrase is the prepositional Object. However, the passive is not frequent with any of the verbs in this group and with some of them, like *cook*, it does not occur at all.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one. *He secured for them all a steady ration of clothes and beer.*

d) There is only one phrasal verb with this structure, *trade off.* The active patterns are *V n P for n* and *V P n (not pron) for n.* The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say *He traded it off for a reduced sentence* or *He traded off information for a reduced sentence* but you do not say *He traded off it for a reduced sentence.* The passive pattern is *be V-ed P for n.*

Structure II: Verb with Object and Adjunct

Active voice: *V n for n/-ing*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>for</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don't blame</td>
<td>you</td>
<td>for</td>
<td>being upset.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>introducing politics into</td>
</tr>
</tbody>
</table>
Forgive me for this.

He praised the two leaders for their statesmanship.

I am not going to punish you for what you have just done.

Passive voice: be V-ed for n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>for</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was applauded</td>
<td>for</td>
<td>his exuberant honesty.</td>
</tr>
<tr>
<td>Six people</td>
<td>were arrested</td>
<td>for</td>
<td>public order offences.</td>
</tr>
<tr>
<td>Carl</td>
<td>was indicted</td>
<td>for</td>
<td>tampering with public records.</td>
</tr>
<tr>
<td>One member</td>
<td>was reprimanded</td>
<td>for</td>
<td>frolicking in the goldfish pond.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P for n/-ing, V P n (not pron) for n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>for</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>fitted</td>
<td>him</td>
<td>out</td>
<td>for</td>
<td>a trip to the Baltic.</td>
</tr>
<tr>
<td>Theresa</td>
<td>told</td>
<td>him</td>
<td>off</td>
<td>for</td>
<td>being such a baby.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>for</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>will fork</td>
<td>out</td>
<td>large sums</td>
<td>for</td>
<td>their pleasures.</td>
</tr>
<tr>
<td>I</td>
<td>was paying</td>
<td>out</td>
<td>good money</td>
<td>for</td>
<td>his services.</td>
</tr>
<tr>
<td>He</td>
<td>told</td>
<td>off</td>
<td>Louisa</td>
<td>for</td>
<td>fidgeting during the programme.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P for n/-ing

<table>
<thead>
<tr>
<th>Verb group</th>
<th>Particle</th>
<th>for</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Adjunct</td>
<td>Action</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>He</td>
<td>has been singled</td>
<td>out</td>
<td>disciplinary action.</td>
</tr>
<tr>
<td>Harry</td>
<td>will be ticked</td>
<td>off</td>
<td>being careless with his gun.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `ask' group</th>
<th>II.5 The `leave' group</th>
<th>II.9 The `allocate' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.2 The `praise' group</td>
<td>II.6 The `prepare' group</td>
<td>II.10 The `schedule' group</td>
</tr>
<tr>
<td>II.3 The `condemn' group</td>
<td>II.7 The `select' group</td>
<td>II.11 The `search' group</td>
</tr>
<tr>
<td>II.4 The <code>reward' and </code>punish' group</td>
<td>II.8 The `pay' group</td>
<td>II.12 Verbs with other meanings</td>
</tr>
</tbody>
</table>

II.1 The `ask' group

These verbs are concerned with asking someone for something, or trying to get money or information from them.

They **asked me for fresh ideas**, but I had none.  
She **begged her father for yet another loan**.  
The Government **is being pressed for a speedy review of an immigration ban on a Turkish waiter**.  
He **pumped her for information**.  
Britain's biggest leisure group may be poised to **tap its shareholders for cash**, it was rumoured last night.

ask beg beseech implore importune pester press (usu passive) pressure pump tap touch

II.2 The `praise' group

These verbs are concerned with talking or thinking about someone in a positive way, or talking to someone in a positive way, because of what they are, say, or do. The prepositional phrase indicates what they are, say, or do.

They **have had to accept him for what he is rather than what they would like him to be**.  
I **congratulate him and his family for achievements in the past and wish them continued success for the next 100 years**.  
The air force and navy **are being praised for the rescue operation**.

The preposition for is sometimes followed by an `'-ing' clause.

I **admired this woman for being so persistent among these**
contemptuous men.

In the case of *congratulate 3*, the noun group following the verb is always a reflexive pronoun. This pattern is \( V \text{ pron-refl for n} \).

The President and his fellow leaders *congratulated themselves for what they said was the most successful military and diplomatic alliance in the history of the world.*

accept acclaim (usu passive) admire applaud (usu passive) commend congratulate laud praise

II.3 The `condemn' group

These verbs are concerned with talking or thinking about someone in a critical way, or talking to someone in a critical way, because of what they are, say, or do. The prepositional phrase indicates what they are, say, or do.

*He said the Security Council has a moral obligation to condemn the US for this incident.*

*I was severely scolded for my cowardice by Mother and Granny after I got home.*

The preposition *for* is sometimes followed by an `-ing' clause. I think you *can't fault* for saying, OK, I want a better life, and there's got to be a better life somewhere.

*She had not even reproached him for breaking his promise by not visiting her the night before.*

*Traffic police ticked off a pensioner for jumping a red light but failed to spot a gunman holding a revolver to his heart.*

In the case of *reproach 3*, the noun group following the verb is always a reflexive pronoun. This pattern is \( V \text{ pron-refl for n/-ing} \). The verb *despise* often has this pattern as well.

*I reproached myself very bitterly for having done so little about the care of this baby.*

admonish attack berate blame (not) blame castigate censure chide condemn criticize despise (cannot) fault rap reprimand (usu passive) reproach scold slam slate upbraid vilify (usu passive)
tell off tick off
II.4 The `reward' and `punish' group

These verbs are concerned with reacting to something that someone has done or experienced, for example by rewarding or punishing them. The prepositional phrase indicates what they have done or experienced.

The 45-year-old lorry driver will be reported for careless driving, failing to stop after an accident and driving without insurance.
I had generously rewarded her for her services, which had delighted her.
The way things work in the United States, especially today, you can sue anyone for anything.
They're wanted for murder and extortion and all other kind of heinous crimes.

The preposition for is sometimes followed by an `-ing' clause.

He told officers he wanted to pay them back for locking him up three weeks earlier.
There is really no point in trying to punish your cat for hunting - it is a part of his nature.
I must thank you for being so kind to me.

In the case of console, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl for n.

Generous helpings of alcohol helped guests console themselves for the fact that he did not turn up.

II.5 The `leave' group

These verbs are concerned with leaving someone or something. The prepositional phrase indicates the person, place, or thing that you go to instead.

Caroline's marriage ended abruptly when her husband left her for another woman.
II.6 The `prepare' group

These verbs are concerned with preparing someone or something for a particular task or purpose. We include here clear, which is usually followed by the way or the path.

*The king is expected to announce later today that he intends to **clear the way for a multi-party democracy in his country.***

*She hastens to note that she was not groomed for a show-business career.***

*Sara tried hard to build up her daughter-in-law's strength, to **prepare her for motherhood.***

*She put the house up for sale and moved to one of those army retirement homes.***

*He has mastered enough of the complexities of arrangement to write and **score a piece for a chamber music ensemble.***

The preposition for is sometimes followed by an `'-ing' clause.

*Volkswagen have just given the University of Munich an incredible amount of money to set up a college to **train teachers for teaching gifted children.***

In the case of brace, gird, prepare 2, and steel, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl for n.***

*The security forces will probably have to brace themselves for more attacks and ambushes.***

II.7 The `select' group

These verbs are concerned with considering or choosing someone or something for a particular role or purpose, or with deciding not to choose them.

*Miss Halford is claiming sex discrimination after **being passed over for promotion to a higher rank on nine occasions.***

*There was no evidence that the employer used seminar attendance to...***
select employees for advancement.
Eighteen applicants were shortlisted for interviews.

audition choose interview (usu passive) nominate recommend recruit seek (usu passive)
select shortlist (usu passive)
pass over (usu passive) rope in (usu passive) single out

II.8 The `pay' group

These verbs are concerned with charging or paying someone for something, or with paying an amount of money for something. In the case of bill and charge, the Object indicates the person who is asked to pay. In the case of reimburse, the Object indicates the person who is paid. In the case of cough up, fork out, pay out, and shell out, the Object indicates the amount paid. In the case of pay, the Object may be the person who is paid, or the amount paid.

The agency bills its clients for the employee hours spent on the campaign.
In 1971 the director of the Natural History Museum of Iceland paid nine thousand dollars for a stuffed Great Auk.
Pay the gentleman for his services, please.

The preposition for is sometimes followed by an `-ing' clause.

Hospitals caring for geriatric patients are reimbursed at a predetermined level for prescribing set amounts of drugs.

In the case of ask, cough up, fork out, pay out, and shell out, the noun group following the verb is always an amount. This pattern is V amount for n.

British smokers cough up nearly twice as much for a packet of cigarettes as French smokers pay for their Gauloises and Gitanes.

The verbs bill, charge, pay, and reimburse also have the pattern V n amount for n.

He was shocked when the bank charged him *53110 for the manager's time.
II.9 The `allocate' group

These verbs are concerned with allocating time, money, or other resources for a particular purpose.

At their own discretion they can allocate money for research into anything interesting they think their people will be good at.

The preposition for is sometimes followed by an `-ing' clause.

25 per cent of the funds is designated for buying shares.

allocate allow budget commit designate (usu passive) earmark earmark (usu passive) reserve (usu passive) vote

II.10 The `schedule' group

These verbs are concerned with scheduling something to happen at a particular time.

The President has scheduled a news conference for this afternoon.

reschedule schedule slate (usu passive) time

II.11 The `search' group

These verbs are concerned with searching somewhere for something. We include here strip-search, which involves searching a person.

Seventy officers and a police helicopter combed the streets for seven-year-old Maria.
Many universities say they already scour the country for qualified black undergraduates to attend graduate school.
Police divers were yesterday searching a remote Scottish mountain loch for two men missing after a plane crashed on a training flight.

comb explore scan scour scout search strip-search (usu passive)

II.12 Verbs with other meanings

There are a number of other verbs which have this structure.
He did not ask me for lunch; I cannot have been very attractive.
Sam Smith is a perceptive operator who exacts swift revenge for errors.
I wouldn't say the match holds any more fears for us than any other we have played.
Their countries are now paying the penalty for the neglect into which their water supply and sanitation systems have fallen.
I was sent for blood tests.

In the case of say 8, the noun group following the verb is always the pronoun this or that. This pattern is V pron for n.

They've got ingenuity, I'll say that for them

In the case of say 9, the noun group following the verb is always an amount. This pattern is V amount for n.

Last weekend the liberals chose a new chairman, Klaus Kinkel, the foreign minister. He joined the party only two years ago, which says much for its open-mindedness.

Structure information: Verb with Object and Adjunct

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern be V-ed for n. The prepositional phrase is an Adjunct.

c) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say He told them off for bad behaviour or He told off the students for bad behaviour but you do not say He told off them for bad behaviour.

Other structures
In the case of two verbs, \textit{know} and \textit{take}, the prepositional phrase is a prepositional Object Complement.

\textit{After all these years, do you take me for a fool?}

know take

Other related patterns

\textbf{V n amount \textit{for} n}

See meaning group II.8 above.

Patterns described in this section

\textbf{V n \textit{for} n}

\textbf{V n \textit{for} -ing}

\textbf{V pron \textit{for} n}

\textbf{be V-ed \textit{for} n/-ing}

\textbf{V pron-refl \textit{for} n/-ing}

\textbf{V n \textit{for} pron-refl}

\textbf{V amount \textit{for} n}

\textbf{V n P \textit{for} n/-ing}

\textbf{V P n (not pron) \textit{for} n/-ing}

\textbf{be V-ed P \textit{for} n/-ing}

\textbf{V n amount \textit{for} n}

\textbf{14 V n \textit{from} n}

The verb is followed by a noun group and a prepositional phrase which consists of \textit{from} and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing’ clause. The passive pattern is \textit{be V-ed from n}.

This pattern has one structure:

- Verb with Object and Adjunct
  \textit{I borrowed the money from my father.}

Active voice: \textbf{V n \textit{from} n/-ing}

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>\textit{from}</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>borrowed</td>
<td>money</td>
<td>from</td>
<td>friends.</td>
</tr>
</tbody>
</table>
The years have not erased the signs of war from the landscape.
The embargo prevents them from selling oil.

Passive voice: *be V-ed from n/-ing*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>from</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>should be discouraged</td>
<td>from</td>
<td>harbouring grudges.</td>
</tr>
<tr>
<td>The top seeds</td>
<td>have been eliminated</td>
<td>from</td>
<td>the World Doubles Championship.</td>
</tr>
<tr>
<td>He</td>
<td>was extradited</td>
<td>from</td>
<td>the United States.</td>
</tr>
<tr>
<td>Three foxes</td>
<td>were saved</td>
<td>from</td>
<td>being savagely ripped apart.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P *from n, V P n (not pron) from n*

Verb group noun group Particle *from n noun group*

Subject Verb...Object...Verb Adjunct

Darren's hair style marks him out from the crowd. What characteristics set us apart from other animals?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>from</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ozone</td>
<td>filters</td>
<td>out</td>
<td>harmful radiation</td>
<td>from</td>
<td>sunlight.</td>
</tr>
<tr>
<td>The black night</td>
<td>had taken</td>
<td>away</td>
<td>the colour</td>
<td>from</td>
<td>all things.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed P from n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>from</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The side alley</td>
<td>was walled</td>
<td>off</td>
<td>from</td>
<td>the back garden.</td>
</tr>
<tr>
<td>A trawler</td>
<td>was warned</td>
<td>away</td>
<td>from</td>
<td>the area.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:
1 The ‘demand’ and ‘get’ group

These verbs are concerned with acquiring something from someone or somewhere. This includes:

- taking something away from its owner e.g. confiscate
- asking someone for something e.g. demand
- trying to get something from someone or something e.g. coax
- getting information from someone or from somewhere e.g. glean

Police confiscated video tape from television crews and prevented photographers and reporters from approaching the house. Italian judges and lawyers are staging a one-day national strike to demand more support from the government in the fight against crime.

It would be dangerous to draw too many conclusions from these statistics.

Angina can occur as the heart finds it difficult to extract enough oxygen from the blood it receives.

Inheritance tax will be cut so people can inherit houses from their parents without large penalties.

Conclusive evidence emerged this week that money can be stolen from cash dispensers with forged cash cards.

They took comfort from the familiar words of the prayer.

The preposition from is sometimes followed by an ‘-ing’ clause.

There are plenty of people in this world who get pleasure from hurting other people.

In the case of learn, the noun group following the verb is often an amount. This pattern is V amount from n.

Well, my father is a carpenter. I learned a lot from him.
2 The `remove' group

These verbs are concerned with removing someone or something from somewhere, either physically or metaphorically. We include here verbs like *deduct* and *subtract*, which are concerned with taking something away from a total.

*He was deported from Britain* after serving part of a 12-year prison sentence.  
*He's in a stable condition after having surgery to remove a blood clot from the brain.*  
*The proper way to measure the real interest rate is to subtract expected inflation from the nominal interest rate.*  
*He stood up and lifted his hand to wipe the rain and the sweat from his brow.*

In the case of *absent*, the noun group following the verb is always a reflexive pronoun. This pattern is *V pron-refl from n*. The phrasal verb *tear away* often has the pattern *V pron-refl P from n.*

*He absented himself from the conference debate* to visit a local building society.  
*With a great wrench, he tore himself away from everything that he held most dear.*

In the case of *clip 8, cut, deduct, and subtract*, the noun group following the verb is always or often an *amount*. This pattern is *V amount from n.*

*If you order three items, you can deduct *5315 from the total.*

3 The `transfer' group
These verbs are concerned with moving someone or something from one place to another. We include here verbs concerned with transferring someone from one job or level to another.

Its broadcasts will be relayed from a transmitter in the Taiwan port of Keelung.

Transferring funds from a Barclays account using a telegraphic transfer would cost a minimum of *£5317 for the first *£534,400.

divert forward pass (usu passive) promote (usu passive) relay relay (usu passive) send (usu passive) transfer transfer (usu passive) transplant transpose

All the verbs in this group usually have the pattern V n from n to n or the pattern V n from n into n. The verb is followed by a noun group and two prepositional phrases, the first beginning with from and the second beginning with to or into. The passive pattern is be V-ed from n to/into n.

He quickly embraced the American work ethic and was promoted from the shop floor to the position of head buyer for the shoe department.

We can even arrange for your bank to transfer funds from your account into the trust account each month.

4 The `separate' group

These verbs are concerned with separating someone or something from something, either physically or metaphorically.

Unfortunately, he appears unable to distinguish fantasy from reality.

It is far preferable to isolate young offenders from their own peer group and not put them in the company of 40 or 50 other persistent young offenders.

Her independence of spirit marked her out from her male fellow officers.

While it grieved Elaine to be separated from her son, she had agreed, at least during the summer holidays, to send him to her family.

An alternative method for smoking cessation is homeopathy, in which you are given capsules or pills with small quantities of nicotine to wean you from the habit.

In the case of detach 2,3, disengage, disentangle 2,3, dissociate 1, distance,
shut off, and wean 2, the noun group following the verb is always or often a reflexive pronoun. This pattern is \( V \text{ pron-refl from } n \), or in the case of shut off, \( V \text{ pron-refl P from } n \).

It is hard for mothers and daughters to **disentangle themselves from the emotional web that binds them.**
It's obvious that you're not in a position to **shut yourself off from what needs to be faced.**

<table>
<thead>
<tr>
<th>alienate</th>
<th>decouple</th>
<th>demerge</th>
<th>detach</th>
<th>detach</th>
<th>disassociate</th>
<th>disconnect</th>
<th>disengage</th>
<th>disentangle</th>
<th>dissociate</th>
<th>distance</th>
<th>distinguish</th>
<th>divide</th>
<th>divorce</th>
<th>isolate</th>
<th>part</th>
<th>separate</th>
<th>tell</th>
<th>wean</th>
<th>filter out</th>
<th>mark off</th>
<th>mark out</th>
<th>separate</th>
<th>out set</th>
<th>apart</th>
<th>shut off</th>
<th>wall off (usu passive)</th>
</tr>
</thead>
</table>

5 The `stop' group

These verbs are concerned with stopping someone from doing something. This includes:

- trying to stop someone from doing something
- prohibiting someone from a place or activity

The preposition *from* is usually followed by an `-ing' clause rather than a noun group.

*She has been under house arrest for nearly a year and is banned from the elections.*
Reports allege that the airport ground crew tried to **dissuade the pilot from taking off**, fearing problems with the left hand engine. Senate ethics rules **prohibit a senator from taking contributions from someone he knows is trying to obtain his influence.**
Always when things are dull, something new turns up to challenge us and to **stop us from settling into a rut.**

| ban (usu passive) | bar (usu passive) | debar (usu passive) | deter | discourage | dissuade | enjoin | inhibit | keep | preclude | prevent | prohibit | proscribe | restrain | restrict | stop |
|------------------|------------------|---------------------|------|------------|---------|-------|--------|------|---------|--------|----------|-----------|----------|---------|------|------|
| warn away        |

6 The `deflect' group

These verbs are concerned with changing someone's focus of attention or course of action from something.
The war did not deflect him from the path he had long ago taken.

The preposition from is sometimes followed by an `-ing' clause.

`We're not going to allow anything to sidetrack us from achieving our goals,' he said.

deflect divert sidetrack

7 The `conceal' group

These verbs are concerned with hiding or keeping something, usually information, from someone.

She quickly realized that it was virtually impossible to conceal her family background from her fellow students.
What is at issue is how much of the information can be disguised and kept from the other superpower.

conceal hide keep withhold

8 The `protect' group

These verbs are concerned with protecting someone or something from danger or harm.

Germany's inter-city trains are sealed and pressurised like aircraft to insulate passengers from the changes in pressure outside.
Law is designed to protect society from abuses of power and guarantee citizens and their organizations their rights and freedoms.
A temperature of at least 16 degrees C is needed and the plant must be shaded from direct sunshine.

cocoon cushion insulate protect safeguard shade (usu passive) shade shield

9 The `rescue' group

These verbs are concerned with freeing or rescuing someone from danger or difficulty. We include here excuse and exempt, which involve freeing someone from a particular payment or obligation.

She has a doctor's certificate and has been excused from games.
Thousands of giant clams have been rescued from a tiny island off the coast of Queensland in one of the Australian navy's most unusual operations.

The preposition from is sometimes followed by an `'-ing' clause.

Fire-fighting ships are still trying to save a Norwegian supertanker from sinking off the coast of Texas.

In the case of extricate 1, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl from n.

He was quite confident of being able to extricate himself from the mess he had got into.

These verbs are concerned with making something from a particular material or thing.

Father explained how to make glass from sand. Neither Japanese, Chinese, nor any other types of chopsticks are manufactured from hardwoods derived from rainforests.

These verbs are concerned with saying that someone is not guilty.

She felt that she was absolved from sin, that the entire family had received a benediction and was free. In his report, Justice Louis Harms exonerates the police from involvement in the alleged death squads.

There are a number of other verbs which have this pattern.
Omitting the bacon from the recipe turns it into a simple side dish.

In the case of rouse 2, the noun group following the verb is always a reflexive pronoun. This pattern is \textit{V pron-refl from n}.

\textit{Christabel roused herself from her stupor.} `What happened?' she said in a whisper.

deflect dispossess draw omit rouse

take away

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern \textit{be V-ed from n}. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

\textit{Try to exclude from your diet anything which contains sugar}.

d) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say \textit{Ozone filters it out from sunlight} or \textit{Ozone filters out harmful radiation from sunlight} but you do not say Ozone filters out \textit{it} from sunlight.

Other related patterns

\textit{V n from amount to amount}

The verb is followed by a noun group and two prepositional phrases, the first beginning with \textit{from} and the second beginning with \textit{to}. Each preposition is followed by an \textit{amount}. The passive pattern is \textit{be V-ed from amount to amount}. The phrasal verb patterns are the same except that there is a particle following the verb. These verbs are concerned with increasing or decreasing an amount.
The bank lowered its discount rate from 3.75 per cent to 3.25 per cent.
The pensionable age for men and women was raised from 60 to 65.
decrease increase lower raise reduce widen whittle down

V n from colour to colour

The verb is followed by a noun group and two prepositional phrases, the first beginning with from and the second beginning with to. Each preposition is followed by a colour word.

Blood turned his suit from beige to red.

V n from n to n
See V n from n into n below, and meaning group 3 above.

V n from n into n

The verb is followed by a noun group and two prepositional phrases, the first beginning with from and the second beginning with into. The passive pattern is be V-ed from n into n. These verbs are concerned with changing something from one thing into another.

Ford was the builder who transformed the automobile from an expensive curiosity for the wealthy into a commodity for the masses.

change metamorphose transform translate turn See also meaning group 3 above.

The verbs change, transform, and turn also have the pattern V n from n to n.

She changed her name from Blanca to Bianca.

Patterns described in this section
V n from n
V n from -ing
be V-ed from n/-ing
V pron-refl from n
V amount from n
V n P from n/-ing
V P n (not pron) from n/-ing
be V-ed P from n/-ing
V pron-refl P from n
V n from amount to amount
be V-ed from amount to amount
V n from n into n
be V-ed from n into n
V n from n to n
be V-ed from n to n

15 V n in n
The verb is followed by a noun group and a prepositional phrase which consists of in and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing' clause, a wh-clause, a fraction, or a number. The passive pattern is be V-ed in n.

This pattern has two structures:

- Structure I: Verb with Object and prepositional Object Complement
  *We cut the rope in half.*
- Structure II: Verb with Object and Adjunct
  *He dipped a biscuit in his tea.*

Structure I: Verb with Object and prepositional Object Complement

Active voice: V n in n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>in</th>
<th>noun group/fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>may split</td>
<td>it</td>
<td>in</td>
<td>half.</td>
</tr>
<tr>
<td>Tie</td>
<td>the rope</td>
<td>in</td>
<td></td>
<td>knots.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed in n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>in</th>
<th>noun group/fraction</th>
</tr>
</thead>
</table>
They will be divided in groups of four.
The branch was snapped in half.

Most of the verbs with this structure are concerned with dividing something into pieces. The prepositional phrase indicates the result. We include here *fold*.

*Break the cake in pieces* and place *in a food processor bowl.*
The market is *split in two halves.*

The preposition *in* is sometimes followed by a *fraction* or number. These patterns are *V n in fraction* and *V n in num.*

*Divide the pastry in half.*
Next he tore a blank page from his notebook and *folded it in two.*

Verbs with other meanings

There is one other verb which has this structure.

*It was tied in a knot.*

Structure information: Verb with Object and prepositional Object Complement

a) The noun group is the Object, and the prepositional phrase is the prepositional Object Complement.

b) This structure has a passive, with the pattern be *V-ed in n.* The prepositional phrase is the prepositional Complement.

c) The prepositional phrase usually comes after the noun group. Sometimes, however, the prepositional phrase comes before the noun group, especially when the noun group is a long one.
*He sliced in half the huge lemons with their greenish tinge, and squeezed them.*

Structure II: Verb with Object and Adjunct

Active voice: *V n in n*
The bolt embedded itself in the turf.

His wife shot him in the foot.

The bouquet stirred memories in George.

**Passive voice:** *be V-ed in n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>in</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The coastline</td>
<td>was cloaked</td>
<td>in</td>
<td>mist.</td>
</tr>
<tr>
<td>He</td>
<td>is confirmed</td>
<td>in</td>
<td>his suspicions.</td>
</tr>
<tr>
<td>A hole</td>
<td>was drilled</td>
<td>in</td>
<td>the drawers.</td>
</tr>
</tbody>
</table>

**Phrasal verbs**

**Active voice:** *V n P in n, V P (not pron) in n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Object</th>
<th>Particle</th>
<th>in</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>couldn't put</td>
<td>it</td>
<td>down</td>
<td>in</td>
<td>writing.</td>
</tr>
<tr>
<td>They</td>
<td>have tangled</td>
<td>themselves</td>
<td>up</td>
<td>in</td>
<td>a blanket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>Object</th>
<th>in</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put</td>
<td>down</td>
<td>their names</td>
<td>in</td>
<td>big letters.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>had been turning</td>
<td>over</td>
<td>the same thoughts</td>
<td>in</td>
<td>my mind.</td>
</tr>
</tbody>
</table>

**Passive voice:** *be V-ed P in n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>in</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>might be caught</td>
<td>up</td>
<td>in</td>
<td>fighting.</td>
</tr>
<tr>
<td>The agency</td>
<td>was tangled</td>
<td>up</td>
<td>in</td>
<td>legal red tape.</td>
</tr>
</tbody>
</table>
Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The `drape' group</th>
<th>II.6 The `kick' group</th>
<th>II.11 The `ground' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.2 The `immerse yourself' group</td>
<td>II.7 The `bore' group</td>
<td>II.12 The `encapsulate' group</td>
</tr>
<tr>
<td>II.3 The `dip' group</td>
<td>II.8 The `carve' group</td>
<td>II.13 The `train' group</td>
</tr>
<tr>
<td>II.4 The `infuse' group</td>
<td>II.9 The `join' group</td>
<td>II.14 The `arouse' group</td>
</tr>
<tr>
<td>II.5 The `ensnare' group</td>
<td>II.10 The `involve' group</td>
<td>II.15 The `see' group</td>
</tr>
</tbody>
</table>

II.1 The `drape' group

These verbs are concerned with decorating, covering, or enclosing something in something, either physically or metaphorically.

Although the rocks were bathed in yellow light fifty feet above our heads, we were standing in deepening gloom.
He rested his head against her, letting her cradle him in her arms like an infant.
I told her once that I would like to drape her in black velvet.
Naomi led me to her bedroom on the second floor where she pointed to her desk which was framed in a patch of wintery light.
The copper piping is itself sheathed in armoured plastic hosing, so that if there is a leak, it is contained.

The verb plaster often has the pattern V pron-refl in n.

A lot of women that I know, who are really beautiful women, plaster themselves in make up.

II.2 The `immerse yourself' group

These verbs are concerned with concentrating very hard on something, so that you do not notice anything else. The noun group following the verb is always a reflexive pronoun, and the pattern is V pron-refl in n.

I immersed myself in the writings of this remarkable Japanese
Imaginative children lose themselves in fantasy worlds through stories.

II.3 The `dip' group

These verbs are concerned with putting or moving something somewhere, either physically or metaphorically.

The fighting is apparently concentrated in the west and south-east of the city.
Wash the fish fillets and dry them, then dip them in the beaten egg.
You might try to inculcate a few ideas in him, to show him how wrong he's been acting.
I have had a series of operations to insert metal rods in the bones to strengthen them.
The founding fathers decreed that all executive power should be vested in the president of the United States.

In the case of lodge, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl in n.

An unforgettable fragrance has the capacity to lodge itself in the soul forever.

II.4 The `infuse' group

These verbs are concerned with preparing food. The prepositional phrase indicates what the food is placed in.

If you like a strong garlic flavour, infuse the garlic clove in the lemon juice for an hour or two before making the dip.
Mix the flour with the spice powder and seasoning, then toss the liver in this seasoned flour.

II.5 The `ensnare' group
These verbs are concerned with trapping someone somewhere, either physically or metaphorically.

The tumultuous times naturally **ensnared many a young couple in romantic notions of love and duty**, which inspired impetuous romances and ill-conceived marriages.

`You will go upstairs and lock yourself in your room,' he repeated.

| ensnare entangle lock shut tangle (usu passive) |
| tangle up |

II.6 The ‘kick’ group

These verbs are concerned with doing harm to someone. The prepositional phrase indicates the part of the body that is harmed.

The fiery actress punched him on the nose and **kicked him in the shins**.
He survived the attack despite **being stabbed in the neck, abdomen and arms**.

| bite blast boot catch elbow hit kick knee knife poke punch shoot smack smash stab strike th |

II.7 The ‘bore’ group

These verbs are concerned with making a hole in something, either physically or metaphorically.

To **bore a hole in a bean**, the weevil needs to support itself against a firm surface.
We took eighteen tyres with us, having used a sledge hammer to **punch three holes in each**.

| bore drill gouge prick punch |

II.8 The ‘carve’ group

These verbs are concerned with writing or making marks in a surface. In the case of **etch 3, imprint**, and **turn over**, the meaning is metaphorical.

True to his word, Brian **had carved their initials in the tree trunk**.  
He repeated the names, as if to **imprint them in his mind**.  
I think that you **should put your questions down in writing**.
II.9 The `join' group

These verbs are concerned with taking part in an activity along with someone else. The prepositional phrase indicates the activity.

Why **do** you **not join your friends in the fight against Fascism?**

The preposition *in* is sometimes followed by an `-ing' clause.

*These leaders will assist the Commission in identifying which voters are eligible.*

*The leader strikes a bell three times and leads the others in chanting something in a foreign language.*

II.10 The `involve' group

These verbs are concerned with making someone become involved in an activity. The prepositional phrase indicates the activity. We include here *implicate*, which is concerned with making someone appear to be involved in an illegal or immoral activity.

*The President's habit of embroiling his government in seemingly pointless fights has isolated him from all except his military chiefs.*

*In the tape Amos gave to his brother he implicates Stewart in the scheme.*

*Reflexology involves the patient in their own healing.*

The preposition *in* is sometimes followed by an `-ing' clause.

*Riding in the car offers a wonderful opportunity to engage your child in observing the surroundings.*

In the case of *involve 3*, the noun group following the verb is always a reflexive pronoun pattern is V pron-refl in n.

*He has already started to involve himself in the country's domestic political issues.*
II.11 The `ground' group

These verbs are concerned with providing a physical or metaphorical foundation for something. The prepositional phrase indicates what the foundation is.

- Until two decades ago, the church's special relationship to the government was enshrined in the constitution.
- Her books sell because she grounds her ideas in everyday realities, draws her characters compellingly and knows how to tell a good story.

II.12 The `encapsulate' group

These verbs are concerned with representing something or someone in some way. This includes:

- talking or writing about someone or something e.g. couch, render
- representing the essential nature of something e.g. capture, encapsulate
- showing something e.g. incarnate, manifest

The argument will probably be couched in the pompous language which newspapers enjoy so much.
- His ideas were later encapsulated in a book called Democratic Ideals and Reality.
- The iniquities of the regime are incarnated in one man.
- The tragedy is rendered in tough, everyday language that assaults the audience with its realism.

II.13 The `train' group

These verbs are concerned with teaching someone. The prepositional phrase indicates the subject that is taught.
You will kindly not instruct me in elementary physics. Attempting to tutor an adolescent in reading yourself, at home, is not recommended.

The preposition in is sometimes followed by an `'-ing' clause.

*Court welfare officers must be trained in communicating with children.*

The preposition in is sometimes followed by a to-infinitive clause introduced by a wh-word.

*It is important that people are trained properly in how to use the system.*

### II.14 The `arouse' group

These verbs are concerned with causing an emotion in someone.

*He urged people to avoid any action which could arouse fear or passion in others.*

### II.15 The `see' group

These verbs are concerned with emotions and qualities. The noun group following the verb indicates the emotion or quality. This includes:

- finding an emotion such as comfort in an activity or situation
- putting an emotion such as faith in a person or thing
- seeing a quality in a person or thing

We also include here hold, where the noun group following the verb indicates a person or thing and the prepositional phrase indicates the emotion.

*Her parents will find comfort in the fact that they have been blessed with a large family.*
*Little by little you'll come to hate me and hold me in contempt.*
*Small wonder that little faith has been placed in the project's findings.*
In the case of find and see 6, the preposition in is sometimes followed by an `-ing' clause.

The militants see no contradiction in using violence to bring about a religious state.

The verb see 7 is often used in questions such as What do you see in him?

Mr Meredith, what do you see in David Duke?

find hold place put see take

II.16 Verbs with other meanings

There are a number of other verbs which have this structure.

Quite often a fox'll go across the road in front of me and I'll just catch it in the headlights.
The experience gained from a master seaman was invaluable, and confirmed him in his intention to leave school at the earliest opportunity and take to the sea.
Throughout the Seventies she was ranked in Britain's top ten.
Ken Loach, whose films include Cathy Come Home and Kes, has been rebuffed in his plans to produce Britain's first left-wing soap opera.
They toasted one another in champagne.

In the case of assist, interest, and lead, the preposition in is sometimes followed by an `-ing' clause.

The following forms are to assist you in understanding the possible risks.
Some salesmen tried to interest me in buying property here.

assist catch confirm interest keep lead rank (usu passive) rebuff (usu passive) reflect (usu passive) remand toast

The verb rank also has the pattern V n ord in n. The verb is followed by a noun group, an ordinal, and a prepositional phrase beginning with in. The passive pattern is be V-ed ord in n.

Gul is ranked eighth in the world.

Structure information: Verb with Object and Adjunct
a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern \textbf{be V-ed in n}. The prepositional phrase is an Adjunct.

c) The prepositional phrase usually comes after the noun group. Sometimes, however, the prepositional phrase comes before the noun group, especially when the noun group is a long one.

\textit{Philip now \textbf{saw} in Arthur the means of John's downfall.}

d) Phrasal verb patterns are the same except that there is also a particle, \textit{P}. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say \textit{He \textbf{set it down in writing}}
or \textit{He \textbf{set down the ruling in writing}}
but you do not say \textit{He set down it in writing}.

**Phrasal prepositions with in**

There are some phrasal prepositions which consist of \textit{in}, a noun group, and another preposition. The phrasal prepositions \textit{in the form of}, \textit{in the light of}, \textit{in the role of}, and \textit{in terms of} often follow a verb and a noun group, and so appear to be part of the pattern \textbf{V n in n}.

\begin{itemize}
  \item Surely Magda \textbf{hadn't} now \textbf{cast Paula in the role of desirable daughter-in-law}?
  \item An allergic food reaction \textbf{can manifest itself in the form of sickness and vomiting}.
  \item Film \textbf{has to present ideas in terms of characters}.
\end{itemize}

The prepositional phrase formed with one of these phrasal prepositions is a prepositional Complement or a prepositional Object Complement. These phrasal prepositions follow verbs which indicate that something is expressed in a particular way or that someone or something is given a particular role, such as \textit{cast, manifest, or present}.

**Other related patterns**

\textbf{V amount in n}

See page xxx. \textit{Ch1 Sec5}
V n in num

The verb is followed by a noun group and a prepositional phrase consisting of in and a number such as hundreds or thousands. The passive pattern is be V-ed in num.

You could easily believe that his personal friends are numbered in the tens of thousands.

<table>
<thead>
<tr>
<th>number (usu passive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See also Structure I above.</td>
</tr>
</tbody>
</table>

V n in fraction
See Structure I above.

V n ord in n
See meaning group II.16 above.

Patterns described in this section
V n in n
V n in -ing
be V-ed in n/-ing
V pron-refl in n/-ing
V n P in n/-ing
V P n (not pron) in n/-ing
be V-ed P in n/-ing
V n in num
be V-ed in num
V n in fraction
be V-ed in fraction
V n ord in n
be V-ed ord in n

16 V n into n
The verb is followed by a noun group and a prepositional phrase which consists of into and a noun group. The passive pattern is be V-ed into n.

This pattern has two structures:

- Structure I: Verb with Object and prepositional Object Complement
  She changed the prince into a frog.
- Structure II: Verb with Object and Adjunct
  
  *He frightened them into silence.*

Structure I: Verb with Object and prepositional Object Complement

**Active voice: V n *into* n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th><em>into</em></th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>will convert</td>
<td>the Tudor kitchens</td>
<td><em>into</em></td>
<td>a living museum.</td>
</tr>
<tr>
<td>We</td>
<td>will divide</td>
<td>early language development</td>
<td><em>into</em></td>
<td>two stages.</td>
</tr>
<tr>
<td>Shape</td>
<td>the dough</td>
<td><em>into</em></td>
<td></td>
<td>an oblong.</td>
</tr>
</tbody>
</table>

**Passive voice: be V-ed *into* n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th><em>into</em></th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course</td>
<td>was compressed</td>
<td><em>into</em></td>
<td>two years.</td>
</tr>
<tr>
<td>Intent</td>
<td>has to be translated</td>
<td><em>into</em></td>
<td>action.</td>
</tr>
</tbody>
</table>

**Phrasal verbs**

**Active voice: V n P *into* n, V P n (not pron) *into* n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th><em>into</em></th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The drugs</td>
<td>chop</td>
<td>DNA</td>
<td>up</td>
<td><em>into</em></td>
<td>small pieces.</td>
</tr>
<tr>
<td></td>
<td>Split</td>
<td>them</td>
<td>up</td>
<td><em>into</em></td>
<td>two groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th><em>into</em></th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
<td>prep. Object Complement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>should break</td>
<td>down the</td>
<td>into simple stages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The board</td>
<td>might break</td>
<td>up the</td>
<td>into constituent parts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P into n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>into</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The army</td>
<td>is divided</td>
<td>up</td>
<td>into</td>
<td>about 50 regiments.</td>
</tr>
<tr>
<td>The carbon sample</td>
<td>is smashed</td>
<td>up</td>
<td>into</td>
<td>its constituent atoms.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

I.1 The `change' group

These verbs are concerned with changing something into something new, or changing its form or shape. We include here verbs such as amalgamate and weld, which are concerned with putting parts together to make a whole. The prepositional phrase indicates the new thing, form, or shape.

*He said he would work to **change the alliance into an economic and political grouping.***

*Brain and offal tissue from sheep is made into meat meal and bone meal, which has been fed to cattle as a protein supplement.*

*He turned away, **screwed the paper into a ball** and tossed it into the fire.*

*He is well on the way to **welding some 130 staff into an efficient, courteous whole.***

In the case of form 8, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl into n.**

*Diodorus also told of the warrior women of Libya who **formed themselves into armies** and invaded other lands.*
Many of the verbs in this group also have the pattern \textit{V n from n into n}. The verb is followed by a noun group and two prepositional phrases, the first beginning with \textit{from} and the second beginning with \textit{into}. The passive pattern is \textit{be V-ed from n to/into n}.

\begin{quote}
He has helped to transform Labour from a disorganised, demoralised rabble into a force which must again be taken seriously.
\end{quote}

I.2 The `break' group

These verbs are concerned with breaking or dividing something into smaller pieces.

\begin{quote}
The impact \textit{broke the truck into three pieces}. Traditionally, the English-speaking theatre \textit{has been carved up into fairly clear spheres of influence}. \textit{Cut up the lamb into bite-size pieces}, reserving the liver, and start to fry. \textit{The old farms along our road were subdivided into two-acre building lots}.
\end{quote}

Structure information: Verb with Object and prepositional Object Complement

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object Complement.

b) This structure has a passive, with the pattern \textit{be V-ed into n}. The prepositional phrase is the prepositional Complement.

c) Phrasal verb patterns are the same except that there is also a particle, \textit{P}. The Object comes either between the verb and the particle or after the particle. If
the Object comes after the particle, it cannot be a personal pronoun. You say *Cut it up into pieces* or *Cut up the lamb into pieces* but you do not say Cut up it into pieces.

Structure II: Verb with Object and Adjunct

Active voice: V n into n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>into</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The case</td>
<td>has frightened</td>
<td>staff and students</td>
<td>into</td>
<td>silence.</td>
</tr>
<tr>
<td>They</td>
<td>trapped</td>
<td>him</td>
<td>into</td>
<td>a confession.</td>
</tr>
<tr>
<td>The tiger</td>
<td>sank</td>
<td>its teeth</td>
<td>into</td>
<td>his leg.</td>
</tr>
<tr>
<td>His debut album</td>
<td>sent</td>
<td>critics</td>
<td>into</td>
<td>fits of rapture.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed into n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>into</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The firm</td>
<td>has been absorbed</td>
<td>into</td>
<td>a much larger international firm.</td>
</tr>
<tr>
<td>One side</td>
<td>was being blackmailed</td>
<td>into</td>
<td>compliance.</td>
</tr>
<tr>
<td>I</td>
<td>was drafted</td>
<td>into</td>
<td>the Air Force.</td>
</tr>
<tr>
<td>He</td>
<td>has been rushed</td>
<td>into</td>
<td>concessions on political pluralism.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P into n, V P n (not pron) into n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>into</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government</td>
<td>is going to plough</td>
<td>the money</td>
<td>back</td>
<td>into</td>
<td>road building.</td>
</tr>
<tr>
<td>He</td>
<td>worked</td>
<td>himself</td>
<td>up</td>
<td>into</td>
<td>a temper.</td>
</tr>
</tbody>
</table>
The ringleader would whip up the others into a frenzy.

Passive voice: *be V-ed P into n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious concepts</td>
<td>are carried</td>
<td>over</td>
<td>into political life.</td>
</tr>
<tr>
<td>Stainless steel operations</td>
<td>were hived</td>
<td>off</td>
<td>into a joint venture.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>II.1 The <code>force', </code>trick', and `charm' groups</th>
<th>II.2 The `send' group</th>
<th>II.3 The `put' group</th>
<th>II.4 The `incorporate' group</th>
<th>II.5 The `breathe' group</th>
<th>II.6 Verbs with other meanings</th>
</tr>
</thead>
</table>

II.1 The `force', `trick', and `charm' groups

These verbs are all concerned with making someone do something or get involved in something. The prepositional phrase indicates what they are made to do. Many of the verbs in this group are more frequently found in the pattern *V n into -ing* (see pages xxx-xxx). *Ch4 Sec17* They can be divided into five groups.

(i) The `force' group

These verbs are concerned with making someone do something or get involved in something by using insistent verbal persuasion, force, or violence.

*Behind the kidnappings, it's thought, is an attempt by the drug barons to force the government into peace talks.*

*Smith is serving life without parole for goading Fox into the killing. He deliberately provoked you into argument because he wanted to hear you stand up for the idealism which he fears the war has destroyed. The British and the French have been very careful not to be sucked into the conflict.*

*This conversation in 1932 seems to have been the last attempt the King made seriously to influence his son, or to talk him into marriage.*
Paul Hallbrook spent 15 years in jail for a bombing in Guildford which he did not commit, because police **terrified him into a false confession**.

> Occasionally you’d get a ringleader who **would whip up the others into a frenzy**.

<table>
<thead>
<tr>
<th>badger</th>
<th>blackmail</th>
<th>bludgeon</th>
<th>bounce</th>
<th>browbeat</th>
<th>bulldoze</th>
<th>bully</th>
<th>chivvy</th>
<th>coerce</th>
<th>cow</th>
<th>drag</th>
<th>dragoon</th>
<th>force</th>
<th>frighten</th>
<th>goad</th>
<th>intimidate</th>
<th>nag</th>
<th>panic</th>
<th>press</th>
<th>press-gang (usu passive)</th>
<th>pressure (usu passive)</th>
<th>prod</th>
<th>provoke</th>
<th>railroad</th>
<th>scare</th>
<th>stampede</th>
<th>steamroller</th>
<th>suck (usu passive)</th>
<th>talk</th>
<th>terrify</th>
<th>whip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

(ii) The `trick' group

These verbs are concerned with making someone do something by tricking or deceiving them.

> Luisa, a small-time crook, **inveigles Paco into a plot to swindle Trini out of her savings, and to murder her.**
> The radar will reduce the risk of the international community **being tricked into military intervention**.

<table>
<thead>
<tr>
<th>bamboozle</th>
<th>con</th>
<th>deceive</th>
<th>dupe</th>
<th>entrap</th>
<th>fool</th>
<th>inveigle</th>
<th>lure</th>
<th>trap</th>
<th>trick</th>
</tr>
</thead>
</table>

(iii) The `charm' group

These verbs are concerned with making someone do something by being nice to them in some way or by saying something that pleases them.

> The ingredient he brought to the job was a talent for marketing his policies and **charming his opponents into submission**.
> The government has changed the law in order to **tempt foreign companies into exploration for gas and oil**.

<table>
<thead>
<tr>
<th>cajole</th>
<th>charm</th>
<th>seduce</th>
<th>sweet</th>
<th>talk</th>
<th>tempt</th>
</tr>
</thead>
</table>

(iv) The `spur' group

These verbs indicate that a person, situation, or event persuades someone to do something, or motivates them to do it.

> Dealers suggested the market will be soft and sluggish all this week unless unforeseen events **galvanize it into action**.
The friendship could be extremely good for her, for she will catch the enthusiasm and energy and be spurred into action.

galvanize jolt nudge persuade propel seduce spur steer stir tempt

(v) Other verbs

There are a number of other verbs that are also concerned with ways of making someone do something.

The intention was to shame young drivers into better behaviour on the roads with the threat of a return to L-plates.

chasten (usu passive) condition (usu passive) lull manoeuvre rush (usu passive) shame sidetrack

II.2 The `send' group

These verbs are concerned with putting someone or something into a particular state or situation.

Vandals had damaged the electricity sub-station, plunging the streets into darkness.
Because teenagers associate driving with maturity, the slightest criticism from a parent is likely to send them into a funk.

In the case of fling, insinuate, launch, plunge 4, talk, throw, and work up, the noun group following the verb is always or often a reflexive pronoun. This pattern is V pron-refl into n, or in the case of work up, V pron-refl P into n.

She flung herself into anti-racist work, picketed town halls, opposed the Vietnam War, joined the Black Panthers.
He has talked himself into a position where he will have no option but to go.
He glared at him malevolently, then worked himself up into another rage.

draw drive fling get insinuate launch plunge send talk throw

work up

II.3 The `put' group
These verbs are concerned with putting something or someone into something, either physically or metaphorically. This includes investing money in something. The prepositional phrase indicates the place where they are put.

I drove the Cooper and Bruce McLaren beat me into second place in his similar car.

He had booked both of us into the local hotel.

Graham handed her the card and she fed the name into a computer.

She gulped air into her lungs and rose to her feet, pressing back despair.

A needleful of his white blood cells was injected into me.

`If anyone can afford to put their money into furniture, now is a very good time to do so,’ says Charles Walford of Sotheby’s.

II.4 The `incorporate' group

These verbs are concerned with incorporating or absorbing someone or something into a system or organization.

One needs to learn how to build enjoyment into what happens day in, day out.

During the patient’s fourth week, he/she attends a continuing care group to be hooked into after-care.

Medical schools are only now beginning to incorporate significant geriatric training into their curricula.

II.5 The `breathe' group

These verbs are concerned with causing someone to have a quality or an idea, or causing something to have a quality. The prepositional phrase indicates the person or thing involved.
Tentative efforts were made two or three years ago to breathe some new life into these fossilized organisations. Now scientists believe that memories are etched into our brains with the help of proteins. Grace did her best to inject a note of welcome into her voice. The massive blast struck terror into thousands of innocent office workers and tourists.

**Word List:**

- breathe
- drum (usu passive)
- etch (usu passive)
- hammer
- implant
- infuse
- inject
- instil
- strike

II.6 Verbs with other meanings

There are a number of other verbs which have this structure.

> I only had an hour to get changed into my dress.
> They describe how society first victimised them inside its children's homes, which inducted them into a life of crime.
> I can let you into the secret, but don't tell anyone else.

In the case of read, the noun group following the verb is often an amount. This pattern is **V amount into n**.

> The Employment Secretary said: `We must be careful not to read too much into one month's figures.'

**Structure information:** Verb with Object and Adjunct

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed into n**. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

> We must incorporate into the budgets this possible increase in sales.

d) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If
the Object comes after the particle, it cannot be a personal pronoun. You say
*He whipped them up into a frenzy*

or *He whipped up the crowd into a frenzy*

but you do not say *He whipped up them into a frenzy*.

Other related patterns

\[ V \text{ n from n into n} \]

See meaning group I.1 above.

Patterns described in this section

\[ V \text{ n into n} \]

\[ be \text{ V-ed into n} \]

\[ V \text{ pron-refl into n} \]

\[ V \text{ pron-refl P into n} \]

\[ V \text{ amount into n} \]

\[ V \text{ n P into n} \]

\[ V \text{ P n (not pron) into n} \]

\[ be \text{ V-ed P into n} \]

\[ V \text{ n from n into n} \]

\[ be \text{ V-ed from n to/into n} \]

17 \[ V \text{ n into -ing} \]

The verb is followed by a noun group and a prepositional phrase which consists of *into* and an `*-ing' clause. The passive pattern is *be V-ed into -ing*.

This pattern has one structure:

- Verb with Object and Adjunct.

  \[ She \text{ nagged him into cutting his hair.} \]

Active voice: \[ V \text{ n into -ing} \]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>into</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard's</td>
<td>badgered</td>
<td>him</td>
<td>into</td>
<td>taking a Spanish wife.</td>
</tr>
<tr>
<td>mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>bullied</td>
<td>the printers</td>
<td>into</td>
<td>rushing through the invitations.</td>
</tr>
</tbody>
</table>
Passive voice: be V-ed into -ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>into</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan's son</td>
<td>was coerced</td>
<td>into</td>
<td>giving evidence against her.</td>
</tr>
<tr>
<td>The government</td>
<td>should not be pressured</td>
<td>into</td>
<td>making hasty decisions.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1. The `force' group
2. The `trick' group
3. The `charm' group

1 The `force' group

These verbs are concerned with making someone do something by using insistent verbal persuasion, force, or violence.

Scientists use film role models to **brainwash fussy youngsters into liking spinach and broccoli.**
His elder brother literally **forced him into cutting his hair.**
He tried to **frighten people into doing what he wanted.**
The advert's principal task is to **nag the user into buying a copy of the program.**
This **provoked the team into rethinking their diagnosis and ordering a number of investigations.**
Gretchen realized that it had been a mistake to let Molly **talk her into coming all the way down to New Orleans.**

In the case of *talk*, the noun group following the verb is often a reflexive pronoun. This pattern is **V pron-refl into -ing.**

When you're not feeling as well as you would like, at least **talk yourself into feeling well.**

2 The `trick' group

These verbs are concerned with making someone do something by tricking or
deceiving them.

We've deluded ourselves into thinking that the actual point of life is to be comfortable. Can a machine be built that could fool a human judge into thinking it was a person?
A small business went bankrupt after being trapped into paying for two machines when the first one broke down.
It is easy to be tricked into thinking that just because twins look alike, their characters are the same.

<table>
<thead>
<tr>
<th>con</th>
<th>deceive</th>
<th>delude</th>
<th>dupe</th>
<th>entrap</th>
<th>fool</th>
<th>hoodwink</th>
<th>inveigle</th>
<th>lure</th>
<th>mislead</th>
<th>sucker</th>
<th>trap</th>
<th>trick</th>
</tr>
</thead>
</table>

3 The `charm' group

These verbs are concerned with making someone do something by flattering them or by being nice to them in some way.

Henry charmed and cajoled people into parting with thousands of pounds.

beguile bribe cajole charm coax entice flatter sweet talk tempt

4 The `spur' group

These verbs indicate that a person, situation, or event persuades someone to do something, or motivates them to do it.

Some new acquaintances persuaded us into spending the summer near Kiev.
Dining out is a bit of a treat and a psychological boost which can spur you into keeping up with your diet the following week.
If you're cleaning the plates of others, don't be tempted into taking even the smallest taste of any leftover uneaten food.

galvanize jolt lead nudge persuade propel seduce spur steer stimulate (usu passive) stir tempt

5 Verbs with other meanings

There are a number of other verbs that are also concerned with ways of making someone do something.
 Somehow the authorities have to manoeuvre the markets into demanding a cut in interest rates.

<table>
<thead>
<tr>
<th>chasten (usu passive)</th>
<th>condition (usu passive)</th>
<th>embarrass</th>
<th>lull</th>
<th>manoeuvre</th>
<th>rush (usu passive)</th>
<th>shame</th>
<th>sidetrack (usu passive)</th>
</tr>
</thead>
</table>

The verb put also has this pattern, but it does not have the same meaning as the other verbs.

The Seychelles have put a lot of effort into training teachers both at home and abroad.

Structure information

a) The noun group is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern be V-ed into -ing. The preposition an Adjunct.

Patterns described in this section

V n into -ing
be V-ed into -ing

18 V n of n

The verb is followed by a noun group and a prepositional phrase which consists of of and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing’ clause. The passive pattern is be V-ed of n.

This pattern has one structure:

- Verb with Object and Adjunct
  
  They convicted him of theft.

Active voice: V n of n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>of</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The settlement</td>
<td>absolved</td>
<td>the company</td>
<td>of</td>
<td>all criminal responsibility.</td>
</tr>
<tr>
<td>Clear</td>
<td>your mind</td>
<td>of</td>
<td>other thoughts.</td>
<td></td>
</tr>
</tbody>
</table>
They suspected him of doing away with Beryl.

Passive voice: be V-ed of n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>of</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>were cheated</td>
<td>of</td>
<td>their retirement cash.</td>
</tr>
<tr>
<td>They</td>
<td>were convicted</td>
<td>of</td>
<td>handling explosives.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `rob' and `free' group  
2 The `inform' group  
3 The `acquit' and `convict' group

1 The `rob' and `free' group

These verbs are concerned with taking something away from someone, either physically or metaphorically. These include verbs with a positive meaning, like cleanse, cure, and free, as well as those with a negative meaning, like dispossess and rob. The noun group indicates the person from whom something is taken.

The family of a sick Nigerian boy are appealing to the public to help them raise funds for an operation to cure him of a crippling disease.
The Opposition leaders warned that the Bill might deprive citizens of fundamental rights.
The realization that you truly can't control anyone else's actions or feelings can also free you of unnecessary guilt.
They were robbed of their wristwatches and shot during the course of the robbery.
Heart attacks occur because blockages in blood vessels starve heart muscle of oxygen and nutrients.

In the case of divest 1,3, rid 4, and unburden, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl of n.

Gilles finally confesses to the affair, unburdening himself of a secret which his wife has known from the very beginning.

absolve break cheat cleanse clear cure defraud denude deprive disabuse dispossess divest drain (usu passive) free plunder purge relieve relieving (usu passive) rid rob (usu
2 The `inform' group

These verbs are concerned with talking or writing, for example giving someone information, warning someone about something, or reminding someone of something.

- They seemed mightily pleased, shook hands and assured us of their help if it was ever needed.
- The Prime Minister's new year broadcast totally convinced me of the need to improve our education system.
- The spokesman said that the army was not obliged to inform the federal government of its actions.

3 The `acquit' and `convict' group

These verbs are concerned with declaring or thinking that someone has or has not committed a crime. The noun group indicates the person, and the prepositional phrase indicates the crime.

The preposition of is usually followed by an `'-ing' clause.

- His change of fortune began on the day last June when he was acquitted of assaulting a man in Milwaukee.
- She was cleared of attempting to murder and causing grievous bodily harm to a 73-year-old woman and a 15-year-old boy.
- A 15-year-old boy is being held in a special wing at Cardiff prison pending sentence after Newport magistrates convicted him of breaking a teacher's nose.

4 Verbs with other meanings

There are a number of other verbs which have this pattern.

- If Leo could make a true friend of Victor, then his ties with the army would be strong indeed.

The verbs make VP and think 1,14 have this pattern only when they occur in a question, wh-clause, or relative clause beginning with what.
‘What did you think of the video?’ ‘Well, it’s not that bad really.’

In the case of avail, the noun group following the verb is always a reflexive pronoun. This pattern is \textbf{V pron-refl of n}.

\textit{She is unable to avail herself of legal aid services because her husband's income is taken into account.}

In the case of ask, expect, hear, see, and think, the noun group following the verb is often an \textbf{amount}. This pattern is \textbf{V amount of n}.

\textit{His business was not doing too well so I didn't see much of him, and we were under a lot of financial pressure.}

The verbs ask, expect, hear, and see are occasionally used in the passive. The pattern is \textbf{be V-ed of n}, where the amount is the Subject.

\textit{A lot was expected of Fernando Redondo in midfield, but he failed to reproduce the form he showed with Tenerife. Why has so little been heard of the 'fundamental reviews' of government spending?}

The verb think also has a passive with the pattern \textbf{be V-ed amount of}.

\textit{His artistic sketches were thought a lot of locally, Tom said.}

In the case of think, the \textbf{amount} is often an adverb.

\textit{Neil thinks very highly of him indeed.}

\textbf{ask assure avail be born expect hear make make require see think}

The verbs \textit{compose, comprise, and make up} do not have the active pattern \textbf{V n of n}, but they have the passives \textit{be composed of, be comprised of, and be made up of (see page xxx)}. \textit{Ch1 Sec2}

\begin{itemize}
  \item a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.
  \item b) This structure has a passive, with the pattern \textbf{be V-ed of n}. The prepositional phrase is an Adjunct.
\end{itemize}
c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

*This vain battle for identity and for love made of him a new human being.*

Patterns described in this section

V n of n
V n of -ing
*be V-ed of n/-ing*
V pron-refl of n/-ing
V amount of n
*be V-ed amount of*

19 V n *off n*

The verb is followed by a noun group and a prepositional phrase which consists of *off* and a noun group. The passive pattern is *be V-ed off n*.

This pattern has one structure:

- Verb with Object and Adjunct

  *I crossed her off my list.*

Active voice: V n *off n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>off</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'ll borrow</td>
<td>some money</td>
<td>off</td>
<td>my family.</td>
</tr>
<tr>
<td>They</td>
<td>'d cleared</td>
<td>all the snow</td>
<td>off</td>
<td>the carpark.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed off n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>off</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light from the lenses</td>
<td>is bounced</td>
<td>off</td>
<td>the mirrors.</td>
</tr>
<tr>
<td>Two schools</td>
<td>were crossed</td>
<td>off</td>
<td>the list.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:
1 The `peel' group

These verbs are concerned with removing something or someone from somewhere, either physically or metaphorically. This includes taking an amount of money or time off something such as a debt or a record. It also includes omitting someone or something from a list.

*He threatened to boycott the wedding when his estranged wife was left off the guest list.*
*Leo stood by the dresser peeling the foil off a bottle of champagne.*

In the case of *clip 8, cut 7*, and *shave 5*, the noun group following the verb is always an amount. This pattern is **V amount off n**.

*Members of the House and Senate are trying to design a budget which would shave $500 billion off the federal deficit in five years.*

| break chase clean clear clip cross cut flick kick knock leave lop peel pluck scrape shave skim strike take trim |

2 The `cadge' group

These verbs are concerned with acquiring something from someone.

*He's been cadging meals off me under false pretences for the past two months.*

| borrow cadge |

3 The `reflect' group

These verbs are concerned with bouncing or reflecting light or sound off a surface.

*Most holograms on public display can be seen when white light is reflected off them.*

| bounce reflect |

4 Verbs with other meanings
There are a few other verbs which have this pattern.

*We kind of* bounce ideas off each other. Bill's sister was there to meet them off the train that autumn afternoon.

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern *be V-ed off n*. The prepositional phrase is an Adjunct.

Patterns described in this section

V n off n
be V-ed off n
V amount off n

20 V n on n

The verb is followed by a noun group and a prepositional phrase which consists of *on* and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause or a wh-clause. The passive pattern is *be V-ed on n*.

With some verbs, the preposition is sometimes *upon* instead of *on*. *Upon* is a more formal or literary word.

This pattern has one structure:

- Verb with Object and Adjunct
  *He played a trick on her.*

Active voice: V n on n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>on</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don't force</td>
<td>vegetarianism</td>
<td>on</td>
<td>patients.</td>
</tr>
<tr>
<td>The rebels</td>
<td>have inflicted</td>
<td>heavy losses</td>
<td>on</td>
<td>government forces.</td>
</tr>
</tbody>
</table>
He lavished attention on her.

We will put pressure on the authorities.

McClaren sprang a new idea on him.

Bitter youngsters have turned their anger on police.

Passive voice: be V-ed on n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>on</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every detail</td>
<td>was imprinted</td>
<td>on</td>
<td>his memory.</td>
</tr>
<tr>
<td>Hostile acts</td>
<td>were being perpetrated</td>
<td>on</td>
<td>the community.</td>
</tr>
<tr>
<td>Cheese</td>
<td>can be sprinkled</td>
<td>on</td>
<td>egg or vegetable dishes.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P on n, V P n (not pron) on n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>on</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can fill</td>
<td>him</td>
<td>in</td>
<td>on</td>
<td>the background.</td>
</tr>
<tr>
<td>She</td>
<td>took</td>
<td>her anger</td>
<td>out</td>
<td>on</td>
<td>me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>on</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pin</td>
<td>down</td>
<td>suppliers</td>
<td>on</td>
<td>delivery dates.</td>
<td></td>
</tr>
<tr>
<td>None of them</td>
<td>will put</td>
<td>down</td>
<td>anything</td>
<td>on</td>
<td>paper.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P on n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>on</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>This worthless paper</td>
<td>was palmed</td>
<td>off</td>
<td>on</td>
<td>the state-owned banks.</td>
</tr>
<tr>
<td>The young Humes</td>
<td>were thrown</td>
<td>back</td>
<td>on</td>
<td>their own resources.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:
1 The `bestow' group

These verbs are concerned with giving something to someone, or doing something pleasant to them.

*Good looks are used in advertisements and films to confer prestige and power on those who possess them, and this is a value that has been absorbed into our system.*

*Japanese car bosses have heaped praise on British workers who accelerated their factory into profit a year early.*

*It involves a substantial amount of money being settled on that child.*

The preposition is sometimes upon instead of on.

*The King and Queen bestowed their grateful thanks upon Lancelot.*

2 The `impose' group

These verbs are concerned with giving something unpleasant to someone, or doing something unpleasant to them. This includes:

- blaming something on someone
- inflicting or imposing something on someone e.g. dump, perpetrate
- wishing something bad on someone
- playing a trick on someone e.g. play, pull
- serving a writ on someone

*He said the republics brought trouble on themselves by ignoring his presidential decisions and by disregarding the Soviet constitution.*

*Rob dumped his children on the grandparents but my family does not live nearby.*

*Rose grieved privately with her immediate family and did not impose her grief on friends.*
I did not bring this case to lay blame on my husband. It was the only way to get the insurance. There are consistent reports of electrical torture being practised on inmates.

A Home Office spokeswoman said last night: ‘We have served a writ on Central Television to prevent the programme being screened.’ I didn’t mean to take my anger out on him, but I couldn't help myself.

He told his son that he'd spent his life doing things he hated, and he wouldn’t wish that on anyone.

The preposition is sometimes upon instead of on.

The reality is that a good therapist or counsellor will not try to foist anything upon a ‘client’.

In the case of impose 5, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl on n.

Mrs Griffin said they could not possibly impose themselves on her for dinner, but if they might, they’d just stay for a drink and a chat.

<table>
<thead>
<tr>
<th>blame</th>
<th>bring</th>
<th>dump</th>
<th>exact</th>
<th>foist</th>
<th>force</th>
<th>impose</th>
<th>inflict</th>
<th>lay</th>
<th>perpetrate (usu passive)</th>
<th>pin</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>spring</td>
<td>thrust</td>
<td>vent</td>
<td>be visited</td>
<td>wish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| palm off | take out |

3 The ‘question' group

These verbs are concerned with speaking or writing about a particular topic. The noun group indicates the person involved. This includes:

- advising someone e.g. advise, counsel
- instructing someone e.g. instruct, lecture
- questioning someone e.g. cross-examine, grill
- commending someone e.g. compliment, congratulate
- criticizing someone e.g. pick up
- accepting an offer or suggestion e.g. take up

This guide will brief you on sightseeing and shopping. I congratulated Katherine on her decision to advance her education.

Witnesses were cross-examined on only those parts of the statements considered controversial.
He **wouldn't be drawn on numbers**, but said the Saudis would be given all the troops they needed.

His hosts will clearly want to **question him** closely on what he said in Dublin.

*I'll tell my mummy on you!*

The preposition *on* is sometimes followed by an `-ing' clause or a wh-clause.

The prime minister **complimented him on leading what she described as the only Conservative government in Eastern Europe.**

BR made it clear that it would **consult its legal advisers on whether court action could be taken to prevent the strikes.**

In the case of *congratulate 3*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl on n.**

She **congratulated herself on her own business acumen.**

<table>
<thead>
<tr>
<th>advise</th>
<th>brief</th>
<th>challenge</th>
<th>commend</th>
<th>compliment</th>
<th>congratulate</th>
<th>consult</th>
<th>counsel</th>
<th>cross-examine</th>
</tr>
</thead>
<tbody>
<tr>
<td>(not) draw</td>
<td>(usu passive)</td>
<td>grill</td>
<td>harangue</td>
<td>instruct</td>
<td>lecture</td>
<td>poll press</td>
<td>(usu passive)</td>
<td>question</td>
</tr>
<tr>
<td>quiz</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**fill in** | **pick up** | **pin down** | **take up** |

4 The `place' group

These verbs are concerned with putting or fastening something somewhere, either physically or metaphorically. This includes:

- concrete actions e.g. *perch, sprinkle*
- abstract actions e.g. *cast (doubt), throw (light)*
- putting a value or a tax on something

*The top nature photographer explains how to capture iridescent peacock plumes on film.*

*The World Bank has cast doubt on reports in Argentina that it is to extend loans to the government of four thousand million dollars.*

*The taxes are levied on energy* irrespective of the polluting potential of the technology and fuel used to generate that energy.

*As they all piled in, Kai Lee perched herself on the driver's seat.*

*She could just reach the pedals.*
The fact that people are willing to pay to reduce risks shows that they **set an implicit value on human life.**

The next Budget **should slap** a massive tax surcharge on any car with an engine capacity above, say, 1,500cc.

The preposition is sometimes **upon** instead of **on**.

The Prime Minister **placed** great weight upon the American role in the Atlantic community.

In the case of **cast, place, put** 4, and **throw** 9, the preposition **on** is sometimes followed by an `-ing' clause or a wh-clause.

The prosecutors want to **cast doubt on whether Smith has a good character.**

He said `I **have placed** particular emphasis on establishing a good rapport and effective dialogue with British industry.'

5 The `focus' group

These verbs are concerned with focusing your attention, your feelings, or your efforts on someone or something.

The public housing authorities were encouraged to **concentrate their efforts on slum clearance and redevelopment rehousing.**

Scientists now **pin their hopes on treatment with combinations of drugs** - but these hopes are not high.

She **projected her desires on you.**

The preposition is sometimes **upon** instead of **on**.

**These writers assume the historical truth of the crucifixion of Jesus and focus their attention upon its significance.**

In the case of **turn**, the feeling you focus on someone is usually aggressive.

**The crowd then turned their anger on the Prime Minister** and began to wave banners declaring `Spend more money on health.'

The preposition **on** is sometimes followed by an `-ing' clause or a wh-clause.
The debate is centred on whether the country's president should be elected directly by the people or by parliament.

6 The `pull a gun' group

These verbs are concerned with directing a weapon at someone. In the case of fix and train, the object that is directed may also be a camera or radar.

I reminded him that Feld had pulled a gun on me and, most probably, had later ransacked my apartment.

7 The `bang' group

These verbs are concerned with striking one thing on another, or catching one thing on another. We include here the verb wipe.

He shouted out loud in his anger, and banged his fists on the steering wheel. He caught his shirt on a nail. I stared at the phone and drummed my fingers on my desk. She set down the serving fork and wiped her hands on a dish towel.

8 The `pat on the back' group

These verbs are concerned with touching or hitting someone, either in a friendly way or in a violent way. The noun group following the verb indicates the person you touch or hit. The prepositional phrase indicates which part of their body you touch or hit. We include here land and plant, where the noun group is a blow or a kiss, for example.

To pat someone on the back may also be metaphorical, meaning to praise someone. When a reflexive pronoun is used (see below), the action is always metaphorical.

His fist lashed out, caught her on the side of her face and knocked her down. One by one the uncles rose and shook his hand, patted him on the
back and welcomed him home.
Mary Ann leaned over and pecked him on the cheek.
Marvin tried to plant a Valentine's Day kiss on Ruth's cheek but his peck landed on the side of her neck.

In the case of *pat*, the noun group following the verb is often a reflexive pronoun. This pattern is **V pron-refl on n.**

*The industry* is patting itself on the back for being incredibly successful.

| beat | catch | clap | clout | hit | land | pat | peck | plant | slap |

9 The `carve' group

These verbs are concerned with writing something somewhere, or with etching or carving something onto a surface. In the case of *carve, engrave, etch, impress, and imprint*, the process is metaphorical - someone impresses something on someone's mind.

He will say your name as often as he can, thus engraving it on his memory.
I wish to thank my friend Theresa King who encouraged me to develop my ideas and put them down on paper.

The preposition is sometimes upon instead of on.

His rune was carved or scratched upon warriors' swords to bring them luck in battle.

In the case of *impress 3*, the noun group following the verb is often a reflexive pronoun. This pattern is **V pron-refl on n.**

Details in the room were beginning to impress themselves on his mind.

| carve | engrave | etch (usu passive) | impress | imprint (usu passive) | inscribe | print | scratch | superimpose (usu passive) | write |

10 The `base' group

These verbs are concerned with basing one thing on another, for example
basing a theory on facts.

They tried to build an empire on shaky foundations.

The preposition is sometimes upon instead of on.

A practical program leading toward the abolition of nuclear weapons must be based upon firm principles.

The preposition on is sometimes followed by an `'-ing' clause. The whole thing is predicated on whipping up demand for the tournament hotline. The preposition on is sometimes followed by a noun group and an `'-ing' clause. This pattern is V n on n -ing.

My feminist understanding is predicated on me being a woman and seeing the world through the eyes of a woman in a society that is dominated by men.

| base, build, ground (usu passive) | predicate (usu passive) | be premised |

11 The `gamble' group

These verbs are concerned with gambling. The noun group indicates the stake, that is, what it is that you gamble, such as a pound or your life.

I'll bet a quid on anything, but never more than a fiver. Having decided to wager their lives on a toss of the dice, what value might they attach to the lives of others?

The preposition on is sometimes followed by an `'-ing' clause.

She gambled a small fortune on hiring a top American publicist to plug her talents.

In the case of bet, gamble, lay, and stake, the preposition is sometimes followed by a noun group and an `'-ing' clause. This pattern is V n on n -ing.

You wouldn't want to stake your life on the signal being picked up.

| bet, gamble, lay, place, put, stake, wager |

12 The `spend' group
These verbs are concerned with spending, saving, and wasting time, money, or resources.

‘I do spend a lot on expensive jewelry and clothing,’ she admits. My father thought a university education was wasted on a woman.

The preposition on is sometimes followed by an ‘-ing’ clause.

She blew part of the cash on furnishing her flat.

blow save spend waste waste (usu passive)
fork out shell out

13 The `model' group

These verbs are concerned with modelling something on something else, or modelling yourself on someone else.

Their organizational structure was patterned on the World War II underground resistance movement.

In the case of model 8, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl on n.

As far as their preferences and dislikes are concerned, most children tend to model themselves on their parents.

model pattern (usu passive)

14 Verbs with other meanings

There are a number of other verbs which have this pattern.

Thomas Jefferson sold Congress on the idea of the decimal system for currency
He took the opportunity again to urge restraint on the Soviet government in its handling of the crisis.
She is a true couturier in that she wants to work individual magic on her clients.

In the case of commit, gorge, preen, and pride, the noun group following the verb is always or often a reflexive pronoun. This pattern is V pron-refl on n.

It isn't their diplomatic style to commit themselves on such a
It isn’t their diplomatic style to **commit** themselves on such a delicate issue.

| (not) commit decide feed gorge indict judge preen pride remand sell tell urge work let in |

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern *be V-ed on n*. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one. Verbs in meaning group 1 above have this ordering very frequently. *Expensive clothes do not necessarily bestow upon the wearer style or distinction.*

Five Alsatian dogs from a private security firm were brought in to **impress on the men the seriousness of the situation**, and in this they were most successful.

d) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say *She took it out on me* or *She took out her anger on me* but you do not say *She took out it on me.*

Patterns described in this section

| V n on n |
| V n on -ing |
| V n on wh |
| be V-ed on n/-ing/wh |
| V n on n -ing |
| be V-ed on n -ing |
| V pron-refl on n/-ing/wh |
| V n P on n/-ing/wh |
| V P n (not pron) on n/-ing/wh |
| be V-ed P on n/-ing/wh |

21 V n onto n, V n on to n
The verb is followed by a noun group and a prepositional phrase which consists of *onto* or *on to* and a noun group. The passive pattern is *be V-ed onto n*.

This pattern has one structure:

- Verb with Object and Adjunct

  *He projected his feelings onto her.*

Active voice: *V n onto n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>clipped</td>
<td>the camera</td>
<td>on to</td>
<td>the tripod-head.</td>
</tr>
<tr>
<td>The telescope</td>
<td>focuses</td>
<td>light</td>
<td>onto</td>
<td>the small adaptive mirror.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed onto n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>onto</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skin</td>
<td>has to be grafted</td>
<td>onto</td>
<td>the burns.</td>
</tr>
<tr>
<td>The image</td>
<td>is scanned</td>
<td>on to</td>
<td>a photo-sensitive drum.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The `stick’ group</th>
<th>2 The `scan' group</th>
<th>3 The `focus' group</th>
</tr>
</thead>
</table>

1 The `stick' group

These verbs are concerned with attaching or joining something to something else.

*I like to use cut-outs of cartoon characters and sew them onto jeans. Some manufacturers stick plywood strips on to a large sheet of glass to give the impression of separate panes.*

*attach bolt clamp clip connect graft (usu passive) hitch hook sew solder stick tack tape tie weld yoke*
2 The `scan' group

These verbs are concerned with transferring information from one medium to another or one form to another.

He then **printed the picture onto grade five paper** with a soft focus filter under the enlarging lens. The photographer needs only to **scan the images onto the computer** and then manipulate them until they are perfect. The seeing eye robots pick out the clones they are programmed to select and **transfer them onto tapes**.

| copy print scan (usu passive) transfer |

3 The `focus' group

These verbs are concerned with focusing or projecting light or an image onto a surface.

The system uses large curved mirrors to **focus the sun's rays onto a glass pipe**. Once a specimen has been selected, its microscopic image is automatically **projected onto a television-sized screen** where it can be easily focused and viewed.

| focus project reflect throw |

4 Verbs with other meanings

There are a few other verbs which have this pattern.

Johanna did not view herself as having difficulties and tended to **project much of the blame and responsibility onto others**. A colleague at the `Independent' **put me onto the story**.

| co-opt (usu passive) offload project put |

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed onto n**. The
prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one. 

*We are prone to project onto the other person feelings and reactions which are essentially our own.*

Patterns described in this section

V n onto n
V n on to n
*be* V-ed onto n
*be* V-ed on to n

22 V n *out of* n

The verb is followed by a noun group and a prepositional phrase which consists of *out of* and a noun group. With some verbs, the preposition is sometimes followed by an `*-ing’ clause. The passive pattern is *be V-ed out of n.*

This pattern has one structure:

- Verb with Object and Adjunct
  
  *I dragged the information out of him.*

Active voice: V n *out of n/-ing*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th><em>out of</em></th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>fished</td>
<td>a timetable</td>
<td>out of</td>
<td>the drawer.</td>
</tr>
<tr>
<td>She</td>
<td>couldn't get</td>
<td>any more information</td>
<td>out of</td>
<td>Ted.</td>
</tr>
<tr>
<td>People</td>
<td>shouldn't make</td>
<td>money</td>
<td>out of</td>
<td>running prisons.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed out of n/-ing*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th><em>out of</em></th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>were conned</td>
<td>out of</td>
<td>several hundred pounds.</td>
</tr>
</tbody>
</table>
His voice will be edited out of the final film.

Some were talked out of leaving.

Verbs with this pattern belong to the following meaning groups:

<table>
<thead>
<tr>
<th>1 The 'cheat' group</th>
<th>4 The 'pluck' group</th>
<th>7 The 'shut' group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The 'screw' group</td>
<td>5 The 'force' group</td>
<td>8 The 'bail' group</td>
</tr>
<tr>
<td>3 The 'get' group</td>
<td>6 The 'talk' group</td>
<td>9 The 'make' group</td>
</tr>
</tbody>
</table>

1 The `cheat' group

These verbs are concerned with fraudulently taking something, usually money, away from someone. The noun group indicates who is deprived of something, and the prepositional phrase indicates what is taken from them.

*A businessman* cheated the Inland Revenue out of *£3150 million*, a court heard yesterday.

He swindled clients out of millions before FIMBRA caught him out.

bilk cheat con defraud do fleece swindle trick

2 The `screw' group

These verbs are concerned with getting something from someone with some difficulty. The noun group indicates what is obtained, and the prepositional phrase indicates who it is obtained from.

This is a productive use: any verb which indicates a way of persuading someone or applying pressure can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

The families soon discovered that every piece of information had to be dragged out of them.

The company has a monopoly position that it uses to screw more money out of people.

He didn't try to worm secrets out of you the way so many grown-ups did.

charm coax con drag get prize screw squeeze tease wheedle winkle worm wring

3 The `get' group
These verbs are concerned with gaining something from an activity or thing.

*The attempt to **make money out of the historic find** has caused outrage.*

The preposition *out of* is sometimes followed by an `-ing' clause.

*You might **get a lot of pleasure out of refurnishing and re-equipping a new home.***

In the case of *get*, the noun group following is often an **amount**. This pattern is **V amount out of n.**

*`Would you recommend the course to other people?` *Yes, I feel I **got a lot out of it.**`

---

4 The `pluck' group

These verbs are concerned with removing something from a place or thing. We include here **pull VP3**, which indicates that a country takes their troops out of an area.

*Relief workers are still trying to **dig people out of the rubble.**  
He **plucked a cube of sugar out of the bowl** and placed it on his tongue.  
He said that the Americans and their allies **should pull their forces out of the area.***

In the case of *elbow*, the noun group is usually followed by *out of the way.*

*He **elbowed Crook out of the way** and advanced on Woods, his massive beer-gut quivering with indignation.*

---

5 The `force' group

These verbs are concerned with forcing someone to leave a place, position, activity, or state.

This is a productive use: any verb which indicates the use of force or pressure...
can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

He said he would oppose moves to **force the president out of office**.
She fears the authorities **might kick her out of Barbados**.
The sixth seed, Michael Chang, **has been knocked out of the Australian Indoor Championship** in the third round.
This was apparently enough to **shake Haig out of his complacency**.

<table>
<thead>
<tr>
<th>bomb (usu passive)</th>
<th>boot</th>
<th>chase</th>
<th>chuck</th>
<th>drive</th>
<th>drum (usu passive)</th>
<th>flush</th>
<th>force</th>
<th>hound (usu passive)</th>
<th>jolt</th>
<th>kick</th>
<th>knock</th>
<th>order</th>
<th>put</th>
<th>shake</th>
<th>throw</th>
<th>turf</th>
<th>turn</th>
<th>vote</th>
<th>winkle</th>
</tr>
</thead>
</table>

6 The `talk' group

These verbs are concerned with persuading someone to leave a place or state, or persuading someone not to do something.

This is a productive use: any verb which indicates a way of persuading someone can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

*David Gower** **has been coaxed out of retirement** to captain the Earl of Carnarvon's XI against South Africa.*

In the case of *talk*, the preposition *out of* is sometimes followed by an `-ing' clause.

*My mother tried to **talk me out of getting a divorce**.*

<table>
<thead>
<tr>
<th>coax</th>
<th>persuade</th>
<th>talk</th>
</tr>
</thead>
</table>

7 The `shut' group

These verbs are concerned with excluding someone or something. We include here *block* and *blot*, which indicate that someone excludes a thought from their mind.

*You know it can happen but you **have to block it out of your mind**.*
They were concerned that they **were being left out of the decision-making process**.
She also bombarded him with cruel abuse and **locked him out of the house** at night.
American semiconductor firms **were virtually shut out of the**
Japanese market.

block blot cut edge freeze leave lock put rule shut squeeze (usu passive)

8 The `bail' group

These verbs are concerned with rescuing someone from a bad situation.

*We'd bail him out of trouble* when he owed money.

In the case of *talk*, the noun group following the preposition is always a reflexive pronoun. This pattern is *V pron-refl out of n*. This verb sometimes indicates that someone gets themselves out of a good situation rather than a bad one.

*I always have the sense that I can talk myself out of trouble.*  
*He talked himself out of a job.*

bail get pull talk

9 The `make' group

These verbs are concerned with making something. The prepositional phrase indicates the materials or things that are used to make the thing. We include here *be born*, which indicates that something abstract is created from or produced by something else.

*His quest for justice was born out of the violence and racism he encountered in his youth.*  
*Joe remained as immobile as if he had been carved out of rock.*  
*He was very clever with his hands and he enjoyed making new things out of old bits and pieces.*

be born carve (usu passive) conjure construct (usu passive) create cut fashion hew (usu passive) make manufacture conjure up

10 Verbs with other meanings

There are three other verbs which have this pattern.

*Soon it was time to go, and we got changed out of our swimming gear.*
Schools **knock the creative impulse out of their students.**

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern *be V-ed out of n.*

c) The prepositional phrase in this structure usually comes after the noun group. Sometimes, however, the prepositional phrase comes before the noun group, especially when the noun group is a long one. *It didn't take long before she'd wormed out of him confessions of his other infidelities.*

Patterns described in this section

| V n out of n |
| V n out of -ing |
| be V-ed out of n/-ing |
| V pron-refl out of n |
| V amount out of n |

### 23 V n over n

The verb is followed by a noun group and a prepositional phrase which consists of *over* and a noun group. The passive pattern is *be V-ed over n.*

This pattern has one structure:

- Verb with Object and Adjunct
  
  - *Spoon the sugar over the fruit.*

Active voice: V n over n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>over</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brush</td>
<td>melted butter</td>
<td>over</td>
<td>the pastry.</td>
</tr>
<tr>
<td>The youths</td>
<td>poured</td>
<td>kerosene</td>
<td>over</td>
<td>the floor.</td>
</tr>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Adjunct</td>
<td>Noun Group</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>A portion of his ashes</td>
<td>was scattered</td>
<td>over</td>
<td>the Channel.</td>
<td></td>
</tr>
<tr>
<td>Cooling water</td>
<td>was sprayed</td>
<td>over</td>
<td>the engines.</td>
<td></td>
</tr>
</tbody>
</table>

Most of the verbs with this pattern are concerned with pouring or sprinkling a substance over a surface or over something else.

*Place the stoned mirabelle plums in the mould and **drizzle the liqueur over them.**

*Sprinkle the wheat grains liberally over the soil, water them in, then cover with wet newspaper.*

The preposition *over* is sometimes preceded by *all.*

*The racoons knock over the rubbish bins in search of food, and **strew the contents all over the ground.***

*brush distribute dribble drizzle pour scatter spoon spray sprinkle strew*

**Verbs with other meanings**

There are three other verbs which have this pattern.

*Did Laura know something and **hold it over Felicity?***

*fight hold rap*

**Structure information**

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern *be V-ed over n.* The prepositional phrase is an Adjunct.

Patterns described in this section

*V n over n*

*be V-ed over n*

*34 V n to n*
The verb is followed by a noun group and a prepositional phrase which consists of to and a noun group. With some verbs, the preposition is sometimes followed by an ‘-ing’ clause. The passive pattern is be V-ed to n.

This pattern has three structures:

- Structure I: Verb with Object and prepositional Object
  
  *I lent some money to my father.*

- Structure II: Verb with Object and prepositional Object Complement
  
  *He changed his name to Adam.*

- Structure III: Verb with Object and Adjunct
  
  *She devoted a whole chapter to the subject.*

Structure I: Verb with Object and prepositional Object

Active voice: V n to n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>noun group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>explained</td>
<td>the situation</td>
<td>to</td>
<td>him.</td>
</tr>
<tr>
<td>Building societies</td>
<td>lend</td>
<td>money</td>
<td>to</td>
<td>housebuyers.</td>
</tr>
<tr>
<td>She</td>
<td>rented</td>
<td>rooms</td>
<td>to</td>
<td>university students.</td>
</tr>
<tr>
<td>I</td>
<td>showed</td>
<td>the sketches</td>
<td>to</td>
<td>my producer.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed to n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wall paintings</td>
<td>have been attributed</td>
<td>to</td>
<td>a 16th century Sicilian painter.</td>
</tr>
<tr>
<td>Personal details</td>
<td>were being forwarded</td>
<td>to</td>
<td>the authorities.</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wages</td>
<td>are to be indexed</td>
<td>to</td>
<td>inflation.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The car</td>
<td>must be restored</td>
<td>to</td>
<td>its rightful owner.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: $V \ n \ P \ to \ n$, $V \ P \ n$ (not pron) $to \ n$

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>...Verb</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>married</td>
<td>his daughter</td>
<td>off</td>
<td>to</td>
<td>a peasant farmer.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>have passed</td>
<td>my information</td>
<td>on</td>
<td>to</td>
<td>the police.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>...Verb</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>made</td>
<td>out</td>
<td>a cheque</td>
<td>to</td>
<td>his wife.</td>
<td></td>
</tr>
<tr>
<td>Pregnant women</td>
<td>may pass</td>
<td>on</td>
<td>the disease</td>
<td>to</td>
<td>their unborn children.</td>
<td></td>
</tr>
</tbody>
</table>

Passive voice: be $V$-ed $P \ to \ n$

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence</td>
<td>was handed</td>
<td>over</td>
<td>to</td>
<td>the German authorities.</td>
</tr>
<tr>
<td>Mops and brooms</td>
<td>were loaned</td>
<td>out</td>
<td>to</td>
<td>the staff.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1</td>
<td>The `give' group</td>
</tr>
<tr>
<td>I.2</td>
<td>The `promise' group</td>
</tr>
<tr>
<td>I.4</td>
<td>The `transmit' group</td>
</tr>
<tr>
<td>I.5</td>
<td>The `show' group</td>
</tr>
<tr>
<td>I.7</td>
<td>The `link' group</td>
</tr>
<tr>
<td>I.8</td>
<td>The `impart' group</td>
</tr>
</tbody>
</table>
I.1 The `give' group

These verbs are concerned with giving or transferring something to someone. This includes:

- giving e.g. award, feed, grant
- bequeathing e.g. leave, will
- lending e.g. lend, loan
- transferring something e.g. hand, pass
- transferring responsibility for something e.g. delegate, subcontract
- allocating or committing money or resources e.g. allot, assign
- conceding e.g. cede, yield
- introducing ideas or systems e.g. export, introduce
- marrying someone to someone
- dedicating something such as a book or a building to someone

The seats are allotted to candidates who have won the most votes according to their parties' percentages.

With fewer than twenty agents on the case he couldn't assign this distasteful task to a junior agent.

Just before Charles died in November 1700 the court persuaded him to bequeath his whole empire intact to Louis's grandson, Philip of Anjou.

Willis was a target for criticism after Liverpool conceded three first half goals to the champions.

He took the money home at the end of the week and gave it to his mother to keep shoes on his feet and chickens in the pot.

He pledged to introduce real democracy to Chad.

I became a dancer. Otherwise I would have been married off to a rich industrialist.

The commander in chief said he expected his forces to surrender their arms to United Nations peace-keeping forces early next week.

Most scientists here believe that it is at least theoretically possible for the disease to be transmitted to humans.

The preposition to is sometimes followed by an `ing' clause when the verb involves committing money or resources to a particular cause or activity.

NBC Radio's embattled president had committed all available resources to fixing his disastrous prime time schedule.
In the case of *arrogate*, the noun group following the preposition is always a reflexive pronoun. This pattern is V n to pron-refl.

Such non-Catholic religious persons were thereby invisibly tied to the official church, which *arrogated jurisdiction over them to itself.*

I.2 The `promise' group

These verbs are concerned with offering or promising something to someone.

Banks in many areas offer free checking accounts to older people or reduce the minimum balance requirements.

*The company's management* will promise higher returns to stockholders.

I.3 The `communicate' group

These verbs are concerned with communicating something to someone verbally or in writing. The noun group following the verb may indicate the communication, e.g. address remarks, pen a note, or the content of the communication, e.g. break the news, communicate our ideas. It may also indicate the person involved, e.g. introduce someone, unburden yourself. The prepositional phrase indicates the person who you speak or write to.

We include here nod and wave, which indicate non-verbal communication.

*She turned and addressed her next remarks to Mary Ann.*  
On 4th December 1700, Philippe, grandson of Louis XIV, bade farewell to the King and his court at the Chateau of Sceaux.  
Police were last night breaking the news of the tragedy to Faye's parents, who were away on holiday.
Words are the tools, the transmitters, by which we communicate our ideas to one another. The contents of any interview with a foreign journalist are divulged immediately to Japanese journalists covering the same story. It's not uncommon for attorneys and other professionals to act as intermediaries and introduce clients to each other. If you feel that your home circumstances necessitate a period of convalescence, mention this to the Ward Sister. Usually, psychologists and psychiatrists agree on a diagnosis and present their findings to the presiding judge. Less than three weeks before he died, Chekhov wrote a letter to his mother in which he told her his health was on the mend.

In the case of address 4 and unburden, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl to n.

Children soon discover that it is much safer to unburden yourself to a member of the family than just a friend.

address (usu passive) address admit announce bid break commend communicate confess confide describe dictate disclose divulge explain express give impart intimate introduce leak mention murmur nod offer pass pen pencil present propose put read recommend relate relay (usu passive) remember repeat report reveal say suggest teach tell unburden wave write

call out make out pass on report back

I.4 The `transmit' group

These verbs are concerned with sending something such as a message to someone or to a place, for example through the post or by fax.

He handed over his report to his secretary, who faxed it to Martin.

Controllers barked orders by telephone which were relayed to pilots by radio.

Life on board the boats has been transmitted by video to the world's television screens, with scenes of icebergs at dawn, of small yachts ploughing through massive seas.

cable fax forward mail post relay return send telegraph telex transmit wire

I.5 The `show' group
These verbs are concerned with showing something to someone.

*She **displayed the new baby to a group of admiring friends.**

*He promised me I'd admire this part of the country, wanted to **show it to me.***

| demonstrate display show |

I.6 The `sell' group

These verbs are concerned with selling, auctioning, or renting something to someone.

*France and Germany announced they were planning to **export reprocessing plants to Pakistan and Brazil.**

*Originally the land **was leased either to the aristocracy, the governing monarch or the monasteries,** who then **sub-leased it to the people.**

*If prices dropped today, **would you sell your house to me?**

| auction (usu passive) export lease let rent sell sub-lease sublet sell on |

I.7 The `link' group

These verbs are concerned with linking two or more things or people, or making a connection between them.

*The Cuban musicians themselves often **liken their musical movement to the works of Bob Dylan and Leonard Cohen.**

*The President appeared to **link a solution to the Gulf crisis to talks on other Middle East disputes.**

*America's future as a superpower **is tied to social justice at home, to a healthy economy and good trading relations with other nations.**

The preposition to is sometimes followed by an `~-ing' clause. Also, in the case of compare and liken, the verb is sometimes followed by an `~-ing' clause instead of a noun group.

*I like to **compare undergoing bypass surgery to paying taxes.**

*The longer it is comfortably and safely put off, the better.*
I.8 The `impart' group

These verbs are concerned with adding a particular quality to a thing, event, or situation.

Their political differences only added spice to their relationship.
Butter imparts a full, rich taste to a cake.
Earle was improving in health, and this fact alone lent a brighter hue to life and its duties.

I.9 The `attribute' group

These verbs are concerned with ascribing or attributing a particular thing, feature or quality to someone or something.

Society is now assigning no positive value to suffering and is becoming more oriented toward a culture of comfort.
The gulf separating him from other children could not be attributed to class differences alone.
The fact that witch-hunting flourished in very different religious cultures should make us wary of imputing great significance to any one set of beliefs.

The preposition to is sometimes followed by an `-ing' clause.

Kelly attributes her coping ability to growing up in a big family.

The preposition to is sometimes followed by a noun group and an `-ing' clause. This pattern is V n to n -ing.

Some officials attribute this to people not knowing where to go.
I.10 Verbs with other meanings

There are a few other verbs which have this structure.

*The Puritans hated bear-baiting, not because it gave pain to the bear, but because it gave pleasure to the spectators.*

Conventional, fixed-rate loans present major risks to lenders.

In the case of *lend*, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl to n.

*NASA says the current schedule of upcoming shuttle missions does not lend itself to another attempt at a night landing in Florida any time within the foreseeable future.*

In the case of *owe 3,4* the noun group following the verb is always an amount. This pattern is V amount to n.

*Their mother worked two jobs, 14 hours a day, to pay for her children's education. 'We owe a lot to our mother,' Julie said.*

give lend owe pledge present

Structure information: Verb with Object and prepositional Object

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern be V-ed to n. The prepositional phrase is the prepositional Object.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

*The State has arrogated to itself the power and will to reform the moral character of the delinquent and even of the criminal.*

*I am eager to demonstrate to you the extent of our far-flung scientific endeavor.*

d) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say *He passed it on to the police*
or He passed on the information to the police.
but you do not say He passed on it to the police.

Structure II: Verb with Object and prepositional Object Complement

Active voice: V n to n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Prep. Object Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>changed</td>
<td>her name</td>
<td>to</td>
</tr>
<tr>
<td>He</td>
<td>converted</td>
<td>the note</td>
<td>to</td>
</tr>
<tr>
<td>He</td>
<td>raised</td>
<td>his voice</td>
<td>to</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed to n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their sentences</td>
<td>have been commuted</td>
<td>to</td>
<td>life imprisonment.</td>
</tr>
<tr>
<td>He</td>
<td>has been promoted</td>
<td>to</td>
<td>senior vice president.</td>
</tr>
</tbody>
</table>

Verbs with this structure are all concerned with changing something to something else. We include here the verbs demote and promote when the prepositional phrase indicates a person's new status, as in They promoted him to non-executive Director. We also include keep, which involves letting something stay at the same level.

This is a productive use: any verb which involves change can be used with this pattern. The verbs listed here are those which are most frequently used in this way.

Obtain the rate of exchange from your local bank on the day you order and use that figure to convert the pounds to dollars.
He had a tendency to drop his voice to a whisper.
Security was kept to a minimum this year and the protest passed off peacefully.

abbreviate change commute convert decrease demote drop increase keep lower promote raise
Many of the verbs with this structure also have the pattern $V \text{n from } n \text{ to } n$. The verb is followed by a noun group and two prepositional phrases, the first beginning with $\text{from}$, and the second beginning with $\text{to}$. The first prepositional phrase indicates what the person or thing originally was, and the second indicates what he, she, or it becomes. The passive pattern is $\text{be V-ed from } n \text{ to } n$. The phrasal verb patterns are $V \text{n P from } n \text{ to } n$, $V \text{P n (not pron) from } n \text{ to } n$, and $\text{be V-ed P from } n \text{ to } n$.

Pope Urban **commuted** Galileo's sentence from prison to house arrest.

Structure information: Verb with Object and prepositional Object Complement

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object Complement.

b) This structure has a passive, with the pattern $\text{be V-ed to } n$. The prepositional phrase is the prepositional Complement.

c) There are only three phrasal verbs with this structure, $\text{cut down}$, $\text{narrow down}$, and $\text{whittle down}$. The active patterns are $V \text{n P to } n$ and $V \text{P n (not pron) to } n$. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say

*The police narrowed it down to four*

or *The police narrowed down their list of suspects to four*

*but you do not say* *The police narrowed down it to four.*

*The passive pattern is $\text{be V-ed P to } n$.*

Structure III: Verb with Object and Adjunct

Active voice: $V \text{n } to \text{n}$

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>banished</td>
<td>him</td>
<td>to</td>
<td>the upstairs attic room.</td>
</tr>
</tbody>
</table>
He challenged the officer to a duel.

A woman denounced her to the police.

Passive voice: *be V-ed to n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was admitted</td>
<td>to</td>
<td>the Duke Hospital.</td>
</tr>
<tr>
<td>He and his colleagues</td>
<td>were brought</td>
<td>to</td>
<td>trial.</td>
</tr>
<tr>
<td>He</td>
<td>was condemned</td>
<td>to</td>
<td>death.</td>
</tr>
<tr>
<td>The team</td>
<td>was relegated</td>
<td>to</td>
<td>Division Two.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: *V n P to n, V P n (not pron) to n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>brought</td>
<td>him</td>
<td>round</td>
<td>to</td>
<td>her way of thinking.</td>
</tr>
<tr>
<td>One of the men</td>
<td>hooked</td>
<td>the stereo speakers</td>
<td>up</td>
<td>to</td>
<td>the TV.</td>
</tr>
<tr>
<td>That</td>
<td>takes</td>
<td>me</td>
<td>back</td>
<td>to</td>
<td>my childhood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>noun group</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>put</td>
<td>off</td>
<td>the match</td>
<td>to</td>
<td>Friday.</td>
</tr>
<tr>
<td>You</td>
<td>can tack</td>
<td>on</td>
<td>another 20 percent</td>
<td>to</td>
<td>those estimates.</td>
</tr>
</tbody>
</table>

Passive voice: *be V-ed P to n*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>to</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children</td>
<td>were packed</td>
<td>off</td>
<td>to</td>
<td>school.</td>
</tr>
<tr>
<td>Modern hypnosis</td>
<td>can be traced</td>
<td>back</td>
<td>to</td>
<td>the late eighteenth century.</td>
</tr>
</tbody>
</table>
Verbs with this structure belong to the following meaning groups:

<table>
<thead>
<tr>
<th>III.1 The ‘devote’ group</th>
<th>III.7 The ‘appoint’ group</th>
<th>III.13 The ‘condemn’ group</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.2 The ‘limit’ and ‘extend’ group</td>
<td>III.8 The ‘lead’ group</td>
<td>III.14 The ‘beat to death’ group</td>
</tr>
<tr>
<td>III.3 The ‘attach’ group</td>
<td>III.9 The ‘betray’ group</td>
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</tr>
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<td>III.6 The ‘banish’ group</td>
<td>III.12 The ‘incite’ group</td>
<td>III.18 The ‘convert’ group</td>
</tr>
</tbody>
</table>

III.1 The `devote’ group

These verbs are concerned with devoting or dedicating yourself, your time, or your energy to a particular cause or activity. This includes restricting or tying yourself to one particular activity.

*With her household now running comparatively smoothly, Eleanor was able to** devote still more time to worthy projects outside her home.***

The preposition *to* is sometimes followed by an ‘-ing’ clause.

*I wouldn't like to** be tied to catching the last train home.***

In the case of *abandon, apply, commit, confine, dedicate, devote, limit, pledge, and restrict*, the noun group following the verb is always or often a reflexive pronoun. This pattern is **V pron-refl to n/-ing**.

*The Guardian addresses itself to the question of how the Labour opposition should act over the issue.***

We don't want to commit ourselves to doing anything that might require too much strength, endurance, or time.

*The report recommended that council members confine themselves to debating broad issues of social policy, leaving the professionals responsible for the detailed execution. The government will continue to dedicate itself to peace. In his preface to The Story of Art, Sir Ernst makes it clear that he limits*
himself to real works of art and does not consider mere specimens of fashion. Chomsky is not interested in linguistic variation. He restricts himself to grammar, and in particular to core grammar.

abandon address apply commit confine dedicate devote enslave limit pledge restrict rivet (usu passive) tie (usu passive) give over (usu passive)

III.2 The `limit' and `extend' group

These verbs are concerned with:

- limiting or restricting yourself or someone else to a particular amount of something
- limiting a thing or activity to a particular person, thing, or idea
- extending or generalizing something so that it affects more people or things

He now wants to extend his law to all private and public buildings. The American Psychoanalytic Association chose to limit normal membership to licensed physicians.

In the case of limit 6, ration, and restrict 1, the noun group following the preposition is often an amount. This pattern is V n to amount. Where the noun group following the verb is a reflexive pronoun, the pattern is V pron-refl to amount.

When our children were young, viewing was rationed to about three times a week. He told him that an excess of sweeteners was aggravating his mother's condition and made him promise to see she restricted herself to six a day.

broaden extend generalize (usu passive) limit ration (usu passive) restrict boil down (usu passive)

III.3 The `attach' group

These verbs are concerned with attaching, adding, or joining something to something else, either physically or metaphorically.
For your free safety check and tyre gauge, **affix two different numbered tokens to the coupon.**
The lawyers argue that, by **attaching conditions to public arts funding**, Congress suppresses freedom of expression.

**Tendons** are tough fibrous bands of elastic tissue which **connect muscles to the bone.**

Another difference with this year's Williams car is that its engine is **coupled to a semi-automatic gearbox.**

He ran a wire under his bedroom carpet and **soldered it to the telephone terminal** so he could continue dialling into networks at other people's expense.

Security experts **wired up dozens of expensive plants to the main alarm system** at his mansion.

In the case of **attach 2,4**, the noun group following the verb is often a reflexive pronoun. This pattern is **V pron-refl to n.**

This molecule **attaches itself to titanium atoms but not to carbon atoms.**

### III.4 The `attract' group

These verbs are concerned with attracting someone to a person or thing. In the case of **attract** and **draw**, the noun group following the verb indicates the person who is attracted. In the case of **commend**, **endear**, and **recommend**, it indicates the thing that someone is attracted to. We include here **attract 5**, which involves one object attracting another object.

**Financially, any company wants to attract investors to something new.**

In the case of **recommend**, the Subject always indicates a quality.

**The qualities that recommended him to the electorate** - his apparent diffidence and lack of ambition - may make him vulnerable as prime minister.

In the case of **commend** and **endear**, the noun group following the verb is often
a reflexive pronoun. This pattern is V pron-refl to n.

He is the kind of bluff, witty figure who can endear himself to ordinary men and women.

III.5 The `prefer' and `subjugate' group

These verbs are concerned with thinking of something as being better or worse than something else, or with acting as though something is more important than something else.

The modern executive woman has probably worked hard at subjugating her maternal instinct to the pursuit of ambition and the extension of her intellectual capacity.

The preposition to is sometimes followed by an `-ing' clause. In the case of prefer, the noun group following the verb is sometimes replaced by an `-ing' clause as well.

The goalkeeper seemed to prefer dribbling the ball up the field to defending his goal.

III.6 The `banish' group

These verbs are concerned with sending or taking someone or something to a place. We include here verbs concerned with allowing someone to enter a place or organisation.

The US Navy owns most of the island, and has banished the inhabitants to a narrow central strip.

When a reporter asked me how to find a cheap airfare to Boston, I ended up directing a cut-rate travel agent in San Bruno.

A cameraman was plucked to safety yesterday after being trapped for two days inside an active volcano. He borrowed heavily to send his three sons to the best schools.
Many of the verbs in this group also have the pattern V n from n to n. The verb is followed by a noun group and two prepositional phrases, the first beginning with from, and the second beginning with to. The first prepositional phrase indicates the original location of the person or thing, and the second indicates where he, she, or it is sent or moved to. The passive pattern is be V-ed from n to n.

Twelve of the member countries in the league decided to **transfer the organisation's headquarters from Tunisia to Cairo.**

III.7 The `appoint' group

These verbs are concerned with appointing someone to a position, or with moving them from one job or role to another. We include here the verb accredit, which involves the recognition that someone has a particular job or position.

**The proposal is seen as a compromise, following resistance within the police of an earlier plan to appoint graduates to senior police positions.**

He **was apprenticed to a clock-maker in Wick** and invented the first electric clock.

**Archbishop Tutu said: 'I am more convinced than ever that theologically and socially it is right to ordain women to the priesthood.'**

Aston Villa **had just been relegated from the First Division to the**
**Second**, but the new manager was able to lift them back.

III.8 The `lead' group

These verbs are concerned with leading someone somewhere metaphorically, for example to a point in the conversation or to a time in the past.

*This leads me to my third point. Issues of control.*

- bring
- lead
- take back

III.9 The `betray' group

These verbs are concerned with telling people in authority that someone has done something wrong. The prepositional phrase indicates who the authority is. The implication is usually that the person referred to by the Subject betrays the other person by giving this information.

*The unnamed protagonist of the drama is a student on the run from his own revolutionary comrades, having betrayed them to the police under torture.*

*My parents didn't talk to me because I grassed him up to the police.*

In the case of *turn in*, the noun group following the verb is often a reflexive pronoun. This pattern is **V pron-refl P to n.**

*The third suspect turned himself in to the police department later that afternoon.*

- betray
- denounce
- report
- shop
- grass up
- turn in

III.10 The `invite' group

These verbs are concerned with inviting someone to take part in something.

*She invited us to a lavish party to celebrate her fiftieth birthday.*

- ask
- challenge
- invite
III.11 The `alert' and `blind' group

These verbs are concerned with changing someone's awareness of or attitude to a situation. This includes:

- making someone aware of something e.g. awaken, sensitize
- blinding or desensitizing someone to something e.g. blind, inure
- adapting yourself to something e.g. acclimatize, accustom
- resigning yourself to a situation e.g. reconcile, resign

He stopped for a moment to try to adjust his vision to the faint starlight of the night.  
In the old days he would have been executed for failing to alert the army to the ambush, but the colonel was not in a mood to add blood to blood.  
His quest to get to the bottom of each case may have blinded him to the practicalities of getting the best deal for the hapless victims.

The preposition to is sometimes followed by an `'-ing' clause.

After that night almost a year earlier, she had reconciled herself to never seeing him again, and after Sophie's birth, she had stopped wanting to see him.

In the case of acclimatize, accommodate, accustom, adapt 1, adjust, desensitize, reconcile, and resign, the noun group following the verb is always or often a reflexive pronoun. This pattern is V pron-refl to n.

It takes time to acclimatize yourself to retirement.  
He was using his relaxation sessions to desensitize himself to the trauma of his journey.

III.12 The `incite' group

These verbs are concerned with putting someone or something in a particular state, or making them behave in a particular way.

The party agreed not to threaten armed action, to train its soldiers inside the country, or to incite its supporters to violence.
There is enough evidence to suggest that factors such as personality, attitude and moral sense predispose some individuals to criminal behaviour.
The presence of a committed fifth member has spurred the band on to their most adventurous effort to date.

The preposition to is sometimes followed by an `-'ing' clause.

In some areas, the UN team found that communities were reduced to eating wild plants and had access only to very limited supplies of water.

In the case of work up, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl P to n.

He had worked himself up to such a pitch of indignation that he had to tell me the whole story.

III.13 The `condemn' group

These verbs are concerned with making someone experience something unpleasant.

The main aim must be to find these children families and not condemn them to institutions.

In the case of put, the prepositional phrase is always to death.

Looking back over the recently ended holocaust, Voltaire claimed that one hundred thousand witches had been put to death.

In the case of subject, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl to n.

White, not content to train his mind, has also subjected himself to a strict diet.

III.14 The `beat to death' group
These verbs are concerned with:

- ways of injuring or killing someone
- ways of affecting someone very strongly e.g. bore, frighten

The verbs concerned with killing or injuring are usually used in the passive. With these verbs, the most frequent prepositional phrase that occurs is *to death*. The verb *bore* also occurs with the prepositional phrase *to tears*.

This is a very productive use: any verb involving injuring or killing can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

A subsequent investigation revealed the two men *had been beaten to death*.  
I wish Alex would take me out, but I'm afraid I *bore him to death*.

Campaigners working on behalf of the family of a man who *was crushed to death* car are furious that the officers involved are still on duty. In the case of *drink*, the noun group following the verb is always a reflexive pronoun. This pattern is *V pron-refl to n*. The verb *starve* often has this pattern as well.

He is now on the third day of his hunger strike. He says he *will starve himself to death* unless his activists are released from prison.

<table>
<thead>
<tr>
<th>batter (usu passive)</th>
<th>beat (usu passive)</th>
<th>blast (usu passive)</th>
<th>bore</th>
<th>burn (usu passive)</th>
<th>choke (usu passive)</th>
<th>club (usu passive)</th>
<th>crush (usu passive)</th>
<th>drink</th>
<th>frighten</th>
<th>gore (usu passive)</th>
<th>kick (usu passive)</th>
<th>kniife peck</th>
<th>scare</th>
<th>shoot (usu passive)</th>
<th>spear (usu passive)</th>
<th>stab (usu passive)</th>
<th>starve</th>
<th>torture (usu passive)</th>
</tr>
</thead>
</table>

III.15 The `draw attention' group

These verbs are concerned with directing your own or someone else's attention to something or someone.

I'm dipping into the culture, pointing a finger, **directing attention to what's there**.
I want to **draw your attention** once again **to the opportunity of borrowing from individual investors**.
We **have given some thought to the problem of motor traffic**, which is clearly one of the biggest sources of pollution.

The preposition *to* is sometimes followed by an `~-ing' clause.

I landscape painting finally became a subject in its own right and great
Landscape painting finally became a subject in its own right and great artists began to turn their undivided attention to developing this form of painting.

Many of the verbs in this group also have the pattern \textit{V n from n to n}. The verb is followed by a noun group and two prepositional phrases, the first beginning with \textit{from}, and the second beginning with \textit{to}. The first prepositional phrase indicates where the person's attention was originally focused, and the second indicates its new focus.

\textit{One thing the Democrats have to do is to switch people's attention from the Gulf to the economy and domestic problems.}

III.16 The `postpone' group

These verbs are concerned with postponing or rescheduling something to a particular time or date.

\begin{itemize}
  \item \textit{If I don't use all my holiday allowance one year, can I carry it over to the next year?}
  \item The date for price reform \textit{has been postponed to January 2nd} - it was actually supposed to happen this month.
  \item The Alton Water Junior Championships \textit{has been rescheduled to Saturday, October 2}. 
\end{itemize}

The verb \textit{postpone} also has the pattern \textit{V n until n}. The passive pattern is \textit{be V-ed until n}. The phrasal verbs \textit{put back} and \textit{put off} have the patterns \textit{V n P until n}, \textit{V P n (not pron) until n}, and \textit{be V-ed P until n}.

\textit{The album was originally due out before Christmas but has now been put back until the beginning of next year.}

III.17 The `credit' group

These verbs are concerned with charging, crediting, or debiting something to a bank account.
The preferential overdraft is only available to young workers who credit their salary to their Maxim account.

III.18 The `convert' group

These verbs are concerned with changing the condition or circumstances of someone or something in some way. The prepositional phrase indicates the nature of the change or the new condition or circumstances.

As he braked the car to a halt, he became aware that something was in the vehicle with him.
We trudged back through the snow, which was filtering down over the top of my boots and chilling my legs to the bone.
He was converted to Christianity and renounced his wealth.
Villages and farms were razed to the ground.
In his songs he set poetic texts to music.

III.19 Verbs with other meanings

There are many other verbs which have this structure.

Gently apply the cream to the affected areas.
Under the blueprint to be implemented from October, the area around the famous monuments will be barred to all tourist vehicles
I had to decide very quickly what was significant and commit it to paper.
The guidebooks devoted a paragraph or two to the subject.
What have they done to Sam's hair?
At worst, wearing a helmet may expose cyclists to greater danger, says Doctor Hillman.
I'm going to hold you to your promise, so don't you forget.
This is not the first time the work of the grand jury has become public, even though members are sworn to secrecy about the proceedings.

In the case of draw up, help, lower, and treat, the noun group following the verb is always or often a reflexive pronoun. This pattern is V pron-refl to n, or
in the case of *draw up*, \textit{V pron-refl P to n}.

\[\text{He drew himself up to his full height.}\]
\[\text{Do help yourself to another drink.}\]

In the case of *leave 7*, the noun group following the preposition is always a reflexive pronoun. This pattern is \textit{V n to pron-refl}.

\[\text{The giant panda is never left to himself. People keep making him get on jets and meet eligible young females.}\]

In the case of *leave 16* and *mean 1.3*, the noun group following the verb is always an \textit{amount}. This pattern is \textit{V amount to n}. Our mothers' approval \textit{meas a apply apply (usu passive) bar (usu passive) beat be born commit date devote do expose help hold introduce leave (not) lower get married mean mould pip refer sacrifice stretch (usu passive) swear (usu passive) tailor trace transfer treat draw up hold up (usu passive) make up open up pin down trace back}

Structure information: Verb with Object and Adjunct

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern \textit{be V-ed to n}. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase in this structure usually comes after the noun group, it sometimes comes before it, especially when the noun group is a long one.

\textit{You authorise us to debit to your account any applicable premium or charge.}

d) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the verb comes after the particle, it cannot be a personal pronoun. You say

\textit{I packed them off to school}

or \textit{I packed off the children to school}

\textit{but you do not say I packed off them to school.}

Other related patterns

\textit{V n adv to amount}
The verb is followed by a noun group, the adverb *down, off, or up*, and a prepositional phrase which consists of the preposition *to* and an **amount**.

*The latter is the money left over when dividends are rounded down to the nearest five cents.*

### round

**V n** from n to n, V P n from n to n
See Structure II and meaning groups III.6, 7, and 15 above.

**V n until n, V n P until n**
See meaning group III.16 above.

Patterns described in this section

- **V n to n**
- **V n to -ing**
- **be V-ed to n/-ing**
- **V n to n -ing**
- **V pron-refl to n**
- **V n to pron-refl**
- **V n to amount**
- **V pron-refl to amount**
- **be V-ed to amount**
- **V amount to n**
- **V n P to n/-ing**
- **V P n (not pron) to n/-ing**
- **be V-ed P to n/-ing**
- **V pron-refl P to n**
- **V n P to amount**
- **be V-ed P to amount**
- **V n from n to n**
- **be V-ed from n to n**
- **V n until n**
- **be V-ed until n**

**25 V n towards/toward n**

The verb is followed by a noun group and a prepositional phrase which consists of *towards* or *toward* and a noun group. With some verbs, the preposition is sometimes followed by an `-ing' clause. The passive pattern is **be V-ed towards/toward n**.
This pattern has one structure:

- Verb with Object and Adjunct

  *She is now directing her talents towards music.*

Active voice: V n towards/toward n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>towards/toward</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>contributed</td>
<td>$3</td>
<td>toward</td>
<td>costs.</td>
</tr>
<tr>
<td>He</td>
<td>directed</td>
<td>his efforts</td>
<td>towards</td>
<td>helping people.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed towards/toward n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>towards/toward</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>are drawn</td>
<td>towards</td>
<td>a life of simplicity.</td>
</tr>
<tr>
<td>The savings</td>
<td>were put</td>
<td>towards</td>
<td>reducing the deficit.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 The `direct' group  
2 The `push' group  
3 The `contribute' group

1 The `direct' group

These verbs are concerned with aiming something at someone or something, usually metaphorically.

*This show is geared towards younger viewers.*

The preposition *towards* is sometimes followed by an `-ing' clause.

*Planning is therefore largely directed towards improving or preserving existing living conditions.*

direct direct (usu passive) gear (usu passive)

2 The `push' group
These verbs are concerned with causing someone to do something, be attracted to something, or have a particular opinion.

\[ O'Keeffe \textbf{was drawn towards art} \text{ from an early age.} \]
\[ This, coupled with his wife's death, \textbf{pushed him towards resignation} \text{ in 1983.} \]

| draw (usu passive) incline push |

3 The `contribute' group

These verbs are concerned with providing part of a sum of money. The prepositional phrase indicates what the money has been or will be spent on.

\[ The \text{ money will come in very handy. I'll spend it on the house or } \textbf{put it towards a holiday}. \]

The preposition \textit{towards} is sometimes followed by an `-'ing' clause.

\[ \text{Any spare money is put towards buying a flock of sheep}. \]

The noun group following the verb is often an \textit{amount}. This pattern is \textit{V amount towards/toward n}.

\[ \text{The City of Paris is to } \textbf{contribute nine million dollars towards the cost of the French challenger for the Americas Cup}. \]

| contribute put |

4 Verbs with other meanings

There is one other verb which has this pattern.

\[ \text{He} \textbf{feels no bitterness towards the British}. \]

Structure information

a) The noun group following the verb is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern \textit{be V-ed towards/toward n}. The prepositional phrase is an Adjunct.
Patterns described in this section

V n *towards* n
V n *toward* n
V n *towards/toward* -ing
*be* V-*ed* *towards/toward* n/-ing
V amount *towards/toward* n

26 V n *with* n

The verb is followed by a noun group and a prepositional phrase which consists of *with* and a noun group. With some verbs, the preposition is sometimes followed by an `'-ing' clause. The passive pattern is *be V-*ed *with* n.

This pattern has two structures:

- **Structure I: Verb with Object and prepositional Object**
  
  *He has confused fact with fiction.*

- **Structure II: Verb with Object and Adjunct**
  
  *They covered the walls with wallpaper.*

**Structure I: Verb with Object and prepositional Object**

**Active voice:** V n *with* n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verb</td>
<td>Object</td>
<td>prepositional Object</td>
<td></td>
</tr>
<tr>
<td>Blend</td>
<td>the spinach</td>
<td>with</td>
<td></td>
<td>the egg yolks.</td>
</tr>
<tr>
<td>Many people</td>
<td>confuse</td>
<td>a severe cold</td>
<td>with</td>
<td>flu.</td>
</tr>
<tr>
<td>You</td>
<td>can intersperse</td>
<td>periods of running</td>
<td>with</td>
<td>periods of walking.</td>
</tr>
</tbody>
</table>

**Passive voice:** *be* V-*ed* *with* n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>is correlated</td>
<td>with</td>
<td>income.</td>
</tr>
<tr>
<td>The offer</td>
<td>was coupled</td>
<td>with</td>
<td>a warning.</td>
</tr>
</tbody>
</table>
Phrasal verbs

Active voice: V n P \textit{with} n, V P n (not pron) \textit{with} n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Object</th>
<th>Particle</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>has muddled</td>
<td>me</td>
<td>up</td>
<td>with</td>
<td>Ian Ogilvy.</td>
</tr>
<tr>
<td>She</td>
<td>paired</td>
<td>me</td>
<td>off</td>
<td>with</td>
<td>her brother.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>Object</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>matches</td>
<td>up</td>
<td>the descriptions</td>
<td>with</td>
<td>the actual places.</td>
</tr>
<tr>
<td>The book</td>
<td>muddles</td>
<td>up</td>
<td>real characters</td>
<td>with</td>
<td>invented ones.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P \textit{with} n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>Particle</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>cannot be lumped</td>
<td>together</td>
<td>with</td>
<td>the US.</td>
</tr>
<tr>
<td>Their sons</td>
<td>had been paired</td>
<td>up</td>
<td>with</td>
<td>unsuitable women.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

| I.1 The `compare' group | I.2 The `combine' group | I.3 The `alternate' group |

I.1 The `compare' group

These verbs are concerned with considering two people, things, or groups as being the same or different, or with treating them as if they were the same or
different.

Once you've defined what you want to be, you'll need to compare yourself with the competition to determine your strengths and weaknesses. Many of these buildings are excellent, but they have been condemned and lumped together with the worst and most unpopular examples of the modern movement. I couldn't square what I was doing with the view of the world I have tried to transmit to my son.

The preposition with is sometimes followed by an `-ing' clause. Also, the verb is sometimes followed by an `-ing' clause instead of a noun group.

Again and again, we seem to confuse talking about an issue with doing something about it.

associate balance bracket (usu passive) compare conflate confuse connect contrast correlate (usu passive) correlate dovetail equate identify link match pair (usu passive) reconcile square lump together (usu passive) match up mix up muddle up

I.2 The `combine' group

These verbs are concerned with joining or mixing two or more things, physically or metaphorically.

Try to combine career and financial aspirations with spiritual values. The most interesting programmes, however, are those that try to fuse technology with culture. In this context, the question of crime is interlinked with the question of human rights. You can treat coco-peat in exactly the same way as you would treat ordinary peat. So you can mix it up with fertiliser and use it for potting. My husband is constantly thrown together with young people through his work.

In the case of combine, link, and mix, the preposition with is sometimes followed by an `-ing' clause. Also, the verb is sometimes followed by an `-ing' clause instead of a noun group.

Singer Eileen manages to combine shimmying across the stage...
Singer Eileen manages to *shimmy* shimmery across the stage with *sending her voice soaring up to heaven*.

| amalgamate | blend | bond | combine | conjoin | connect | couple  

| entangle   | entwine | fuse   | hybridize | integrate | interconnect | interface | interlink  

| intertwine | interweave | link | merge | mesh | mix | unify  

| mix up | pair off | pair up | throw together | tie in |

I.3 The `alternate' group

These verbs are concerned with doing two or more things alternately.

> The meetings were organized to **alternate a speaker with an open meeting**.

> Originally the intention was to **intersperse the historical scenes with modern ones**.

> The cooking sessions are **punctuated with visits to bakeries, chocolate makers, farms and markets**.

In the case of *alternate* and *juggle*, the preposition *with* is sometimes followed by an `-ing' clause.

> Leslie has managed to **juggle a successful career with bringing up Joseph, 5, and Max, 21 months**.

| alternate | intercut | intersperse | juggle | punctuate (usu passive) |

I.4 The `juxtapose' group

These verbs are concerned with placing two people, ideas, words, or things together, either physically or in an abstract way. We include here *synchronize*, which indicates that two activities are done at the same time.

> This book neatly **juxtaposes Van Gogh's letters with his paintings**.

> The camera's shutter mechanism means that flash can be **synchronised with the camera** at any shutter speed.

| juxtapose | match partner (usu passive) | rhyme | synchronize | twin (usu passive) |

| line up | match up |

I.5 Verbs with other meanings
There are three other verbs which have this structure.

> He **was reconciled with his wife and daughters** in his final illness.

In the case of *ally* and *associate*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl with n**.

> He *can* swallow his pride and *ally* himself with his political enemies.

Structure information: Verb with Object and prepositional Object

a) The noun group following the verb is the Object, and the prepositional phrase is the prepositional Object.

b) This structure has a passive, with the pattern **be V-ed with n**. The prepositional phrase is the prepositional Object.

c) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say *They mixed them up with someone else's* or *They mixed up my results with someone else's* but you do not say *They mixed up them with someone else's*.

Structure II: Verb with Object and Adjunct

Active voice: V n with n/-ing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>with</th>
<th>noun group/-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>console</td>
<td>myself</td>
<td>with</td>
<td>writing up my notes.</td>
</tr>
<tr>
<td>You</td>
<td>can exchange</td>
<td>information</td>
<td>with</td>
<td>other computer users.</td>
</tr>
<tr>
<td>He</td>
<td>plays</td>
<td>football</td>
<td>with</td>
<td>the staff.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed with n
<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Verb</strong></th>
<th><strong>Adjunct</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper</td>
<td>will be printed</td>
<td>with your own name.</td>
</tr>
<tr>
<td>A deal</td>
<td>has been struck</td>
<td>with the authorities.</td>
</tr>
</tbody>
</table>

Phrasal verbs

Active voice: V n P *with* n, V P n (not pron) *with* n

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Verb group</strong></th>
<th><strong>noun group</strong></th>
<th><strong>Particle</strong></th>
<th><strong>with</strong></th>
<th><strong>noun group</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>patched</td>
<td>things</td>
<td>up</td>
<td>with</td>
<td>her son.</td>
</tr>
<tr>
<td>They</td>
<td>are taking</td>
<td>the matter</td>
<td>up</td>
<td>with</td>
<td>the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Verb group</strong></th>
<th><strong>Particle</strong></th>
<th><strong>noun group</strong></th>
<th><strong>with</strong></th>
<th><strong>noun group</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>load</td>
<td>up</td>
<td>the car</td>
<td>with</td>
<td>guns.</td>
</tr>
<tr>
<td></td>
<td>Stock</td>
<td>up</td>
<td>your cupboard</td>
<td>with</td>
<td>tins of tomatoes.</td>
</tr>
</tbody>
</table>

Passive voice: be V-ed P *with* n

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Verb group</strong></th>
<th><strong>Particle</strong></th>
<th><strong>with</strong></th>
<th><strong>noun group</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The products</td>
<td>are padded</td>
<td>out</td>
<td>with</td>
<td>fat and water.</td>
</tr>
<tr>
<td>They</td>
<td>were weighed</td>
<td>down</td>
<td>with</td>
<td>serious debts.</td>
</tr>
</tbody>
</table>

Verbs with this structure belong to the following meaning groups:

II.1 The `provide' group
II.2 The `imbue' group
II.3 The `agree' group
II.4 The `share' group
II.5 The `decorate' group
II.6 The `cover' group
II.7 The `fill' group
II.8 The `flavour' group
II.9 The `shower' group
II.10 The `populate' and `stock' group
II.11 The `greet' group
II.12 The ‘bore’ group
II.13 The ‘beset’ group
II.14 The ‘busy’ group
II.15 The ‘be born’ group
II.16 The ‘begin’ and ‘end’ group
II.17 The ‘follow’ group
II.18 The ‘replace’ group
II.19 The ‘help’ group
II.20 The ‘charge’ group
II.21 Verbs with other meanings

II.1 The ‘provide’ group

These verbs are concerned with giving something to someone or something. The prepositional phrase indicates the thing that is given. This includes:

- supplying someone with something that they want or need e.g. arm, provide
- giving someone too much of something, or something they do not want e.g. deluge, land
- giving someone something that is not what is needed e.g. fob off, palm off
- giving a particular kind of thing, or giving in a particular way e.g. dose, inject
- showing approval of someone by giving them something or doing them a service e.g. honour, oblige

Old ladies have to like their companions, because they entrust them with their jewels and their personal mail and stuff. Any individual who incites another to commit murder, who furnishes him with the lethal weapon to kill someone, is guilty of the crime as much as the killer is. The government planned to honour him with a brass band concert in his garden. The scientists decided to inject the chimpanzees with a strong dose of live HIV. Too many solicitors are failing to give their clients a clear idea of their charges - until they land them with a huge bill. Joseph Smith made sure that he was never palmed off with inferior stuff. Many additives help to provide us with good and safe food.

arm deluge (usu passive) dope dose endow entrust equip feed fit fix furnish honour infect inject inundate invest issue (usu passive) land lavish leave lumber (usu passive) mail
II.2 The `imbue' group

These verbs are concerned with giving someone or something a quality, feeling, or idea. The prepositional phrase indicates the quality, feeling, or idea.

*If evolution* has endowed us with rich and different **personalities**, that is probably because such diversity was once good for our survival.

*He spent a lot of time amongst actors trying to** imbue them with a radical spirit.*

endow (usu passive) fire (usu passive) imbue infect infuse invest (usu passive)

II.3 The `agree' group

These verbs are concerned with doing something jointly with another person. The prepositional phrase indicates the other person involved. This includes:

- arguing or negotiating with someone e.g. agree, conclude, fight, negotiate
- playing a game with someone
- sharing things with someone
- taking joint responsibility with someone e.g. co-author

All the verbs in this group are **reciprocal verbs** or **ergative reciprocal verbs** (see Chapter 6 and Chapter 8).

*The university might acquire some more property if it can agree a deal with the city council.*

Alien scientists were transmitting messages to **establish contact with other beings**.

Further talks are being held with the protest leaders.

Many prefer to **talk these issues through with a careers adviser or close friend**.

II.4 The `share' group
These verbs are concerned with talking or doing something with someone, but unlike the previous group they are not reciprocal verbs. The activity is not mutual, and only the person indicated by the Subject is responsible for what is done.

But who would choose to pick a fight with this man?
Yvonne was delighted with her prize and plans to share her payout with daughter-in-law Eileen.
Some parents have had success by taking the matter up with the school.

In the case of ingratiating, the noun group following the verb is always a reflexive pronoun. This pattern is V pron-refl with n.

This is the sorry sight of someone trying to ingratiating himself with everyone.

II.5 The `decorate' group

These verbs are concerned with changing the appearance of something by adding things to it. This includes:

- putting a decoration on something e.g. decorate, garland
- putting a mark on something e.g. brush, daub, smear
- cutting or printing the surface of something e.g. etch, imprint

The prepositional phrase indicates the additions made.

Their blood was used to daub the walls with slogans.

The wall facing him was decorated with elaborate dark wood carvings.
Each photo is automatically printed with the date on which it was taken.

accessorize brush dab daub deck decorate drape embellish (usu passive) embroider (usu passive) engrave (usu passive) etch (usu passive) festoon (usu passive) frame furnish garland (usu passive) girdle (usu passive) grace (usu passive) hang (usu passive) imprint (usu passive) mark print (usu passive) smear spread stamp stencil streak (usu passive) thread trim (usu passive) wreathe (usu passive)
Some of the verbs in this group also occur in the pattern \textit{V n prep/adv}, where the prepositional phrase or adverb indicates where the addition is put. Examples of both patterns are \textit{We draped the walls with banners} and \textit{We draped banners across the walls}. The verbs in this meaning group with these two patterns are: \textit{dab, daub, drape, hang, smear, spread, and thread}. See page xxx. Ch4 Sec1

II.6 The `cover' group

These verbs are concerned with putting something around or on top of something, or with covering the surface of something, physically or metaphorically. We also include here \textit{line}, which indicates that the inside surface of something is covered.

\begin{itemize}
  \item \textit{In the middle of the table, which was covered with a starched, lace-edged cloth}, stood a large bowl of jelly.
  \item Every reform \textit{was hedged about with pages of rules}.
  \item The polished floorboards \textit{are overlaid with old rugs}.
  \item The main method for treating waste on site is to \textit{top it with an impermeable cap}.
\end{itemize}

In the case of \textit{surround 4}, the noun group following the verb is always a reflexive pronoun. This pattern is \textit{V pron-refl with n}.

\begin{itemize}
  \item Her technique was to \textit{surround herself with strong women and weak men}.
\end{itemize}

The verbs \textit{plaster} and \textit{slather} also occur in the pattern \textit{V n prep/adv}, where the prepositional phrase or adverb indicates where the addition is put (see page xxx). Ch4 Sec1

II.7 The `fill' group

These verbs are concerned with filling something, physically or metaphorically. The prepositional phrase indicates the things that are put into the container or other thing that is filled.

\begin{itemize}
  \item The third drawer \textit{was cluttered with an assortment of}
\end{itemize}
unconnected items.
When we are at the sea we tend to breathe more deeply to fill our lungs with fresh air.
Then it was time to pack the bags, load up the vehicles with bikes and trophies, and make for the airport.
The air in these caves is saturated with water vapour.

In the case of fill 10 and stuff 4, the noun group following the verb is always a reflexive pronoun. This pattern is V pron refl with n. The phrasal verb fill up has the pattern V pron-refl P with n.

When your life is filled with interesting activities, you won't need to fill yourself up with food.

Some of the verbs in this group also occur in the pattern V n prep/adv, where the prepositional phrase or adverb indicates where the things are put. Examples of both patterns are He loaded the van with cartons and He loaded cartons into the van. The verbs in this meaning group with these two patterns are: cram, load, pile, and stuff. See page xxx. Ch4 Sec1

II.8 The `flavour' group

These verbs are concerned with adding a small or measured amount of something into or on to something, physically or metaphorically. The prepositional phrase indicates the thing that is added.

Prepare the custard and flavour it with orange-flower water. Compiled by perfume expert Sheila Pickles, the book is scented with Elizabethan Rose fragrance. Each camel trainer has his own ideas about what else to add, and may supplement this diet with honey, date seeds, lemons, local plants, and spices. The seriousness of the president's economic message was tempered with a few light moments.
II.9 The `shower' group

These verbs are concerned with scattering objects or a liquid around a place. The prepositional phrase indicates the objects or liquid.

Outside, the road was peppered with glass.
He will be disfigured for life after being showered with blazing petrol.
I would far rather have weeds in my garden than strew the ground with bark or coconut shell chips.

Some of the verbs in this group also occur in the pattern V n prep/adv, where the prepositional phrase or adverb indicates where the thing is scattered. Examples of both patterns are I splashed my face with water and I splashed water on my face. The verbs in this meaning group with these two patterns are: spatter, splash, spray, sprinkle, and strew. See page xxx. Ch4 Sec1

II.10 The `populate' and `stock' group

These verbs are concerned with providing or populating a place with people or things.

It seemed to be entirely peopled with men and women in blue or green suits.
His style is typical of the ruling families who populate the foreign ministry with their offspring.
Most fields have been sown with rye grass or abandoned to thistles.
She stocked her little cupboard with biscuits and snacks.

II.11 The `greet' group

These verbs are concerned with thinking about or reacting towards something or someone in a particular way.
She tried to **fix me with an honest gaze**.
First published in France some time ago, the novel **was greeted with considerable acclaim**.
I asked them to **treat me with respect**.
Any newcomers **are** always **viewed with suspicion**.

**II.12 The `bore' group**

These verbs are concerned with giving someone a particular feeling or telling them something that makes them feel a particular way. The prepositional phrase indicates the cause of the feeling. We include here **acquaint** and **familiarize**, which indicate only that someone is told something; **face**, which indicates that someone is forced to think about something; and **confront**, which indicates that someone is accused of something.

This is a productive use: any verb which involves making someone think or feel something can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

*The salesmen did everything they could to **acquaint the clerks with the details of their products**.*
*I won't bore you with private matters.*
*I pulled on a coat and boots and went round right away to **confront Muriel with her stupidity and cowardice**.*

In the case of **console**, **content**, and **familiarize**, the noun group following the verb is always or often a reflexive pronoun. This pattern is **V pron-refl with n**.

*I think it's extremely important nowadays to **familiarize oneself with computers**.*

In the case of **console** and **content**, the preposition **with** is sometimes followed by an `'-ing' clause.

*Amy wanted to run round the table and hug her sister, but she **contented herself with squeezing her fingers**.*
These verbs indicate that someone has problems. The noun group indicates the person or group with the problem and the prepositional phrase indicates the problem.

The oil and gas industries are beset with labour production problems.  
I was racked with envy and then guilt for feeling jealous.

In the case of confront and face, the preposition with is sometimes followed by an `-'ing' clause.

In a country where it was the norm to combine family and career, women are suddenly being confronted with making a choice - working or staying at home to take care of the kids.  
In 1955 my wife and I were faced with making the journey from Birmingham to the Isle of Wight following our wedding.

II.14 The `busy' group

These verbs are concerned with spending your time or energy doing something. The noun group following the verb is always a reflexive pronoun, and the pattern is V pron-refl with n.

The other women occupied themselves with their perpetual sewing.  
Why trouble yourself with small details?

The preposition with is sometimes followed by an `-'ing' clause.

She snapped on the lights and busied herself with preparing a quick dinner.

II.15 The `be born' group

These verbs are concerned with having an illness or handicap. The
prepositional phrase indicates the illness or handicap.

Wilson has been afflicted with knee trouble.
I was born with cerebral palsy.
He has just been diagnosed with leukaemia.

II.16 The `begin' and `end' group

These verbs are concerned with beginning or ending a period of time or an event in a particular way.

He began the day with a seven o'clock breakfast.
Then he closes the show with a simple line, `Shane, we love you,' and walks offstage.
In 1950, Butler crowned an impressive career with victory in the national 24-hour championship.
You may want to end the session with a hug.

II.17 The `follow' group

These verbs are concerned with arranging two things so that one comes before or after the other.

He followed college with a few months in Hollywood.
It's about time he started following his big words up with actions.
Each section is preaced with a clear introductory essay by one of the editors.

II.18 The `replace' group

These verbs are concerned with exchanging one person or thing for another.

Red meat can be interchanged with cheese, eggs, and pulses as a source of protein.
They now seem to be setting out to replace the people with robots.

In the case of interchange and replace 2, the preposition with is sometimes followed by an `-ing' clause.

His balance was good enough to eliminate the usual exercise programme and replace it with walking up and down hill.

interchange replace (usu passive) replace

II.19 The `help' group

These verbs are concerned with helping someone. The prepositional phrase indicates what the help relates to.

You might be able to help us with a problem.
I opened the door, gave her a sympathetic smile, and helped her off with her coat.

In the case of assist and help, the preposition with is sometimes followed by an `-ing' clause.

I was then asked to assist them with raising the profile of the club.
I also visit local schools and help young people with applying for jobs.

assist help
help off help on

II.20 The `charge' group

These verbs are concerned with believing or saying that someone has done a particular thing or has a particular characteristic.

He must credit me with strength I don't have.

The preposition with is sometimes followed by an `-ing' clause.

We're going to charge you with allowing your premises to be used to supply heroin.

charge credit
II.21 Verbs with other meanings

There are a number of other verbs which have this structure.

*I blackmailed him with the fact that he was carrying out illegal operations.*  
*Steve caught me with a great punch.*  
*Her spare time is taken up with an MBA course and canoeing.*  
*The group lists 29 breeds of donkeys, cattle, goats, horses, sheep and swine that are threatened with extinction.*

In the case of *threaten* and *trust*, the preposition *with* is sometimes followed by an `'-ing' clause.

*Residents who complain to the police suffer abuse in the street and are threatened with being petrol-bombed.*  
*The party has changed sufficiently to be trusted with governing the country.*

In the case of *concern*, the noun group following the verb is always a reflexive pronoun. This pattern is **V pron-refl with n**.

*Chapter 2 concerns itself with the methodological difficulties of measuring criminal victimization.*

In the case of *do*, the noun group following the verb is always an *amount*. This pattern is **V amount with n**.

*You can do quite a lot with quite a little money if you channel it in the right direction.*

<table>
<thead>
<tr>
<th>Verbs with Other Meanings:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>blacklist</td>
<td>catch</td>
</tr>
</tbody>
</table>

Structure information: Verb with Object and Adjunct

a) The noun group is the Object, and the prepositional phrase is an Adjunct.

b) This structure has a passive, with the pattern **be V-ed with n**. The prepositional phrase is an Adjunct.

c) Though the prepositional phrase usually comes after the noun group, it
sometimes comes before it, especially when the noun group is a long one. Sceptics are right to treat with caution the results produced using this method.

d) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say He followed it up with another record or He followed up this success with another record but you do not say He followed up it with another record.

Other productive uses

A prepositional phrase beginning with with is often used to indicate what someone uses to do something. An example is An ordinary wooden door has been reinforced with steel plates, which means that the steel plates have been used to reinforce the door.

Patterns described in this section

V n with n
V n with -ing
V pron-refl with n/-ing
V amount with n
be V-ed with n/-ing
V n P with n/-ing
V P n (not pron) with n/-ing
be V-ed P with n/-ing
V pron-refl P with n/-ing

27 Less frequent patterns

There are some patterns with noun groups and prepositions which apply to a very small number of verbs. They are collected together in this section.

V n after n

The verb is followed by a noun group and a prepositional phrase which consists of after and a noun group. The noun group following the verb is the Object, and the prepositional phrase is an Adjunct. This structure has a passive, with the pattern be V-ed after n.
London's socialist boroughs have delighted in naming their estates after deeply obscure local politicians and barely pronounceable freedom fighters.

In the case of model 8, the noun group following the verb is often a reflexive pronoun. This pattern is V pron-refl after n.

The girls had to model themselves after their mother and tend the home.

Model name be patterned

V n around/round n

The verb is followed by a noun group and a prepositional phrase which consists of around or round and a noun group. The noun group following the verb is the Object, and the prepositional phrase is an Adjunct. This structure has a passive, with the pattern be V-ed around/round n.

She flung herself at him, grabbing him around the collar.
For barbecues, wrap bacon around banana chunks, thread on to skewers and grill.

Centre grab mould wrap

V n before n

The verb is followed by a noun group and a prepositional phrase which consists of before and a noun group. The noun group following the verb is the Object and the prepositional phrase is an Adjunct. This structure has a passive, with the pattern be V-ed before n.

Later that day he was brought before a magistrate and charged with causing grievous bodily harm.

The phrasal verb haul up has the active patterns V n P before n and V P n (not pron) before n. The passive pattern is be V-ed P before n. He was hauled up before magistrate at Munich Airport Police Station and ordered to pay DM1,600.

Bring dangle haul (usu passive)
Haul up

The verbs bring and haul also have the pattern V n in front of n. The passive
pattern is \textit{be V-ed in front of n.}

\textit{He was hauled in front of the Cabinet to explain the blunders.}

\textit{V n through n}

The verb is followed by a noun group and a prepositional phrase which consists of \textit{through} and a noun group. The noun group following the verb is the Object, and the prepositional phrase is an Adjunct. This structure has a passive, with the pattern \textit{be V-ed through n.}

\textit{The second Duke, as Queen Anne's High Commissioner, \textbf{piloted the 1707 Act of Union through Parliament.}}
In this book, we use the term **link verb** to refer to verbs like *be*, *become*, and *seem* which need to be followed by a Complement. Complements can be noun groups, adjective groups, adverb groups, prepositional phrases, or clauses. They describe the person or thing indicated by the Subject. Verbs of this kind have the label **V-LINK** in the Collins Cobuild English Dictionary.

There are other verbs which are sometimes followed by Complements, but they are not generally considered to be link verbs because they have a complete meaning in themselves, for example they indicate an action such as moving or leaving. These verbs are dealt with in Chapter 1, Sections 2 and 6 (see page xxx and pages xxx-xxx).

When verbs such as *be* and *stay* are followed by prepositional phrases and adverbs indicating place, they are not considered to be link verbs: see page xxx *Ch2 Sec1 mg 9*.

Some link verbs are used in various patterns with **introductory it** as Subject: see pages xxx-xxx. *Ch9 Sec1*

**Link verb meanings**

Link verbs can be divided into three main meaning groups.

1 The `be' group

These verbs indicate that a person or thing is something, or has a particular quality. The verb *be* is by far the most frequent of these. We include here *keep*, *remain*, and *stay*, which indicate that a person or thing remains something, or continues to have a particular quality.

A few of these verbs have passives. These are given in the list below.

| average | be composed | be composed of | comprise | be comprised of | constitute | be constituted by/of | cover | equal | extend | feel | form | be formed by | go | keep | lie | make | measure | number | pass | prove | rank | rate | remain | represent | be represented by | stand | stay | total | weigh |
|---------|-------------|----------------|----------|----------------|-----------|---------------------|------|------|-------|-----|------|------------|----|------|-----|------|--------|--------|-------|------|------|------|--------|-----------|-------|------|------|------|
| make up | be made up | of work | out |

A few verbs are used with the general meaning `be' only when talking about the
level of share prices or currencies:

| close | end | finish | open |

2 The `become' group

These verbs indicate that a person or thing becomes something, or comes to have a particular quality.

| become | come | fall | form | be formed by | get | go | grow | make | turn |

| come out | come over | end up | finish up | turn out | wind up |

A few verbs are used with the general meaning `become' only when talking about the level of share prices, currencies, or other amounts:

| creep | drift | edge | inch | move |

3 The `seem' group

These verbs indicate that a person or thing seems to be something, or seems to have a particular quality. We include here act and play, which indicate that someone pretends to be something.

| act | appear | feel | look | play | seem | smell | sound | taste |

Prepositional link verbs

The following combinations of verbs and prepositional phrases can be considered to be link verbs followed by Complements. See the sections on V as n, V to n, etc in Chapter 2.

| act as sth | amount to sth | begin as sth | come to sth | come as sth | consist of sth | consist in sth | continue as sth | convert into/to sth | double as sth | end as sth | figure as sth | finish as sth | function as sth | lie in sth | masquerade as sth | operate as sth | originate as sth | parade as sth | pass as/for sth | pose as sth | serve as/for sth | rank as sth | rate as sth | remain as sth | reside in sth | resolve into sth | run at sth | run into sth | shade into/to sth | stand at sth | start as sth | start into sth | turn into/to sth |

| add up to sth | average out at/to sth | clock in at sth | come across as sth | come over as sth | double up as sth | end up as sth | finish up as sth | go down as sth | shape up as sth | start off as sth | start out as sth | weigh in at sth | work out at sth |

Link verb patterns
Link verbs have the following patterns. Many of these patterns are dealt with in other chapters because they also occur with verbs that are not link verbs.

1 V n

The verb is followed by a noun group.

*His father* **was an accountant.**
*I felt such a fool.*

See pages xxx-xxx. *Ch1 Sec2 mg I.1, I.2, I.3, I.4.*

2 V amount

The verb is followed by a word or phrase indicating an amount.

*Twenty-four minus five* **is nineteen.**

Other related patterns are:

V amount adj

*The tunnel* **is six hundred metres long.**

V amount adv

*The parasols* **measure 3 metres across.**

V amount in n

*Each aviary* **will be 5 metres in width** and 3.5 metres high.

See pages xxx, xxx, and xxx. *Ch1 Sec5 mg I.1 I.2 `Oth rel patt'.

3 V adj

The verb is followed by an adjective group.

*All the lights* **were out.**
*She* **looked worried.**
*It* **smells nice.**

Other related patterns are:
V colour

*Her lips were turning blue.*

V -ed

*The style became known as art deco.*

See pages xxx-xxx and xxx. Ch1 Sec6 mg 1, 2, 3, 4, `Oth rel patt'.

4 V to-inf

Some verbs which are link verbs are also followed by a to-infinitive, as in *She seemed to be looking for someone.* However, here the verbs are considered to be *in phase*, rather than to be a link verb and its Complement. See page xxx. Ch1 Sec8 mg 1.2.

5 V as if, V as though

The verb is followed by a clause beginning with *as if, as though*, or, in informal English, *like*.

*He looked as if he hadn't slept for a week.*

See pages xxx-xxx. Chap1 Sec15.

6 V prep

The verb is followed by a prepositional phrase that describes the Subject and is therefore similar to an adjective in function.

*Her husband is from Guyana and they have one son.*
*If you are in debt, you can get practical help from the Citizens Advice Bureau.*
*I was out of work for three months.*

Many of them will need retraining to cope with new technology if they are not to *end up human scrapheap*.

*He had fallen in love with another woman.*
*Within two years the pact lay in ruins.*
*The neck looks a bit on the long side to my way of thinking.*
*Drug therapy had proved of little value* and Jackie's only relief was
to go to bed and try to sleep.
Franks joined us and seemed in a worse mood than usual.

appear be come fall feel get go keep lie look prove remain seem sound stay
come out end up finish up wind up

7 V like n

The verb is followed by a prepositional phrase consisting of like and a noun group.

It looks like a small bear.

See page xxx. Ch2 Sec22 Structure I.

8 V of n

The verb is followed by a prepositional phrase consisting of of and a noun group.

The kitchen smelled of onions and bad meat.

See page xxx. Ch2 Sec23 mg 4.

9 Clause as Complement

The verb be can be followed by a variety of clauses which identify the Subject. The Subject indicates something abstract such as a problem or an aim. This structure is often used to focus on a fact or situation.

These patterns are V -ing, V to-inf, V that, V wh, and V wh-to-inf. The verbs become and remain also occasionally have these patterns.

The biggest problem was getting them close enough to the wall.
Our broad aim is to raise people's visual awareness and appreciation of life.
The important thing is that the book comes out.
The question is whether or not it is cost effective.
The problem is where to start looking.
The most pressing question for Mr Brooke remains how to find a formula that will satisfy all parties and allow the talking to begin.
10 Complement followed by to and a noun group

With verbs meaning `seem', a prepositional phrase beginning with to is sometimes used after the Complement to indicate or emphasize whose viewpoint you are giving.

These patterns are V adj/n to n and V like n to n.

*It sounds crazy to me.*

*Life seemed a great joke to her.*

*He didn't look like a fisherman to me.*

Sometimes the prepositional phrase beginning with to comes directly after the verb.

*This is a situation which seems to me extraordinary.*

11 Link verbs used without a following Complement

Verbs meaning `seem' can be used by themselves, without a following Complement, in comparative clauses beginning with as or than. This structure is used when you are making a comparison between what someone or something appears to be like and what they are really like.

*He is much more astute than he seems.*

*This is not as simple as it sounds.*

The verb be is used by itself in comparative clauses, and also when confirming or contradicting a statement and in short answers to questions.

*He's smarter than I am.*

`Pat Norton is your brother-in-law?' `Yes, he is.'

Be is also used to form question tags, which ask the hearer or reader to confirm a statement. The verb follows a clause and is followed by a noun group, which is its Subject.

*You're not from here, are you?*

*It's very difficult, isn't it?*

Be is also used after so, nor, or neither to indicate a situation that is similar to
one mentioned in a previous clause. The verb is followed by a noun group, which is its Subject.

They're strong, yes, but so are we.
‘I'm not worried about Mrs Parfitt.’ ‘Neither am I.’
Chapter 6: Reciprocal Verbs

Reciprocal verbs describe actions or processes in which two or more people, groups, or things do the same thing to each other, have a relationship, or are linked because they are participating jointly in an action or event. Verbs of this kind have the label V-RECIP in the Collins Cobuild English Dictionary.

Reciprocal verbs have two basic patterns:

1. They can be used with a plural Subject - that is, a Subject consisting of a plural noun group. When they are used with this plural Subject, the meaning is that the people, groups, or things involved are interacting with each other. For example, two people can quarrel, can have a chat, or can meet.

2. They can also be used with a Subject which refers to one of the participants and a prepositional Object, Adjunct, or Object which indicates the other participant, as in She quarrelled with her sister, I had a chat with him, and I met him at university. This structure is used to focus on the involvement of the first participant mentioned, or to imply that they have a more active role or greater responsibility for what happens. Usually the action or process is reciprocal even when this structure is used, so She quarrelled with her sister implies that her sister also quarrelled with her. However, with some verbs and some noun groups, the action or process may not in fact be reciprocal, as when, for example, someone kisses a baby or a car collides with a tree: in these instances the baby does not kiss the person and the tree does not collide with the car.

A number of reciprocal verbs can be used with a singular Subject in patterns where the other participant is not mentioned, as in I agree and I was still negotiating for the best rate. These verbs are listed in the relevant sections in Chapters 1 and 2, for example V or V for n, and are labelled `also non-recip' in the lists below.

Some verbs are ergative as well as reciprocal. These verbs are explained and listed separately in Chapter 8.

Pattern combinations

A reciprocal verb has one of these three pattern combinations:

- Pattern combination 1: pl-n V; V with n
We quarrelled. He quarrelled with his father.
- Pattern combination 2: pl-n V n; V n with n
  We have reached a compromise. France has reached a compromise with Britain.
- Pattern combination 3: pl-n V; V n
  We embraced. He embraced her.

**Pattern combination 1: pl-n V; V with n**

These verbs have two patterns:

- **pl-n V**: The verb is used with a plural Subject.
  
  - *V with n*: The verb is used with a Subject referring to one participant and followed by a prepositional phrase indicating the other. In most cases, the prepositional phrase consists of *with* and a noun group; in a few cases, the preposition is *from, to, against, or into.*

  **pl-n V**

<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td></td>
</tr>
<tr>
<td>Those values</td>
<td>don't conflict.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>were gossiping</td>
<td>intently.</td>
</tr>
</tbody>
</table>

  **V with n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their views</td>
<td>conflicted</td>
<td>with</td>
<td>those of the President.</td>
</tr>
<tr>
<td>Eva</td>
<td>gossiped</td>
<td>with</td>
<td>Sarah.</td>
</tr>
</tbody>
</table>

**Phrasal verbs**

**pl-n V P**

<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
<th>Particle</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
They fell out over tax reform.  
The boys and Fred get on very well.

V P with n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Particle</th>
<th>with</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>fell</td>
<td>out</td>
<td>with</td>
<td></td>
<td>his bosses.</td>
</tr>
<tr>
<td>She</td>
<td>gets</td>
<td>on</td>
<td>with</td>
<td></td>
<td>everybody.</td>
</tr>
</tbody>
</table>

Verbs with this combination of patterns belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>1.1 The `talk' group</th>
<th>1.2 The `fight' group</th>
<th>1.3 The `fraternize' group</th>
<th>1.4 The <code>team up' and </code>break up' group</th>
<th>1.5 The `get on' group</th>
<th>1.6 The `collaborate' group</th>
<th>1.7 The <code>tally' and </code>clash' group</th>
<th>1.8 The `differ' group</th>
<th>1.9 The `intersect' group</th>
</tr>
</thead>
</table>

1.1 The `talk' group

These verbs are concerned with speaking and communicating. This includes:

- having a conversation
- arguing
- agreeing and disagreeing

*Her parents* never **argued**. He **was arguing with his girlfriend** and she hit him with a frying pan.  
*We** **chatted** for a while. On deck, he appeared happy and relaxed as he **chatted with the crew** and gazed out to sea.  
*Owens and his boss are** still **negotiating**. She repeated her long-held belief that no country **can negotiate with terrorists**.  
The verbs **chat, natter, speak 1**, and **talk 2,6,7** also have the pattern **V to n**.

*I've been talking to Jim Hoffman*. He suggested that I call you.

The verbs **(not) speak 6** and **talk 3** have the pattern **V to n**, not the pattern **V with n**.

*Yesterday the couple were no longer** speaking to his mum. And she **was** certainly **not speaking to them**.
The verb *agree* has the patterns *pl-n V on n* and *V on n with n*, not the patterns *pl-n V* and *V with n*.

However, we *agreed on a compromise*. Yesterday Health Minister Graham Richardson said he was going to agree on a figure with the committee.

*agree (also non-recip) agree argue banter bicker (also non-recip) chat clash communicate concur (also non-recip) confer consult converse correspond dicker differ disagree (also non-recip) fight flirt (also non-recip) gossip (also non-recip) haggle (also non-recip) huddle interact joke meet natter (also non-recip) negotiate (also non-recip) parley quarrel quibble row spar speak (not) speak squabble talk (also non-recip) wrangle*

1.2 The `fight' group

These verbs are concerned with fighting, either physically or metaphorically, or competing. We include here *draw* and *tie*, which indicate that neither person or team wins in a contest.

The worst sufferers this week have been *companies* which *are competing* in world markets - chemicals, motors and aerospace. Apple's introduction of the new printers is seen as an effort to *compete with Hewlett-Packard.*

Did he say why they were fighting? A man was injured after he fought with a would-be thief tampering with his neighbour's BMW yesterday.

We struggled and she fell to the ground. After the judgment, Mr Hill struggled with prison officers and swore at the judges as he was led from the dock.

The verbs *battle, compete, and draw* also have the pattern *V against n.*

*Increasingly, local government is competing against the private sector.*

The verb *fight* has the pattern *V against n*, not the pattern *V with n*. Under the Du Marlborough, The Royal Scots fought against the French in the War of the Spanish Succession. When the verbs *contend, tussle*, and *vie* are used with a plural Subject, they do not have the simple pattern *pl-n V*. Instead, *contend* has the pattern *pl-n V for n*; *tussle* has the pattern *pl-n V for/over n*; *vie* has the patterns *pl-n V to-inf* and *pl-n V for n*.

*The capital has become a wreck, as rival forces contend for power.*

Behind him came Robin Seymour and Chris Young, while Fred Salmon and Paul Lasenby tussled for seventh place ahead of Barrie Clarke.

To keep customers loyal, the two firms are vying to provide the best sales and service back-up.
The verb *draw* usually has the pattern **pl-n V amount**, rather than **pl-n V**.

**The two sides drew 1-1 in Germany a fortnight ago.**

The verbs *battle*, *fight*, and *wrestle* also have the pattern **V n**: see meaning group 3.3.

1.3 The `fraternize' group

These verbs are concerned with associating with someone or engaging in sexual activity with them.

It may be that some couples *cohabit* initially because they are uncertain about the strength of their relationship. Widows' benefits are not payable if the widow remaries or if she *is cohabiting with a man* as his wife.

On a rainy evening before a game between the Leones and the Tigres, **players of both clubs are fraternizing** in the Tigres dugout. At these conventions, executives *fraternized with key personnel of other banks. We'd only been going out* for about six months at the time. He *used to go out with Kylie Minogue.*

In the case of *mingle and mix*, the preposition *with* is always followed by a plural noun group. This pattern is **V with pl-n**.

> In these institutions, guards *mingle with prisoners* in open day rooms, rather than patrol long lines of cells.

The verb *cuddle up* also has the pattern **V P to n**.

> `When I met Kev, I thought, mmm, nice,' laughs Paula, as she *cuddles up to her man.*

The passive verb *get married* has the patterns **pl-n get V-ed** and **get V-ed to n**. She gave a little party for me and Alexander after **we got married. I'm getting married to my American girlfriend, Ginny**, in September.
The verb *snog* also has the pattern $V n$: see meaning group 3.1 below.

1.4 The `team up' and `break up' group

These verbs are concerned with starting or ending a relationship of some kind. We include here *make up*, which indicates that people resume a relationship.

His demands increased until we finally **broke up**. Just before Penny's marriage I **broke up with a man I'd been seeing for over a year**. **Mary Stuart Masterson, Madeline Stow and Drew Barrymore team up** to star in `Bad Girls', the Western that focuses on females. What it lacks is a base in America. To provide it, the company **may team up with Sprint**.

The verbs *part* and *separate* have the pattern $V$ from $n$, not the pattern $V$ with $n$.

*The verbs* **part** **and separate** **have the pattern** $V$ from $n$, **not the pattern** $V$ with $n$.

I **have parted from my wife** by mutual agreement.

The passive verb *get divorced* has the patterns **pl-n get $V$-ed** and **get $V$-ed from $n$**.

When my parents **got divorced**, I didn't really register how much it bothered me at the time. He **is getting divorced from his wife of 11 years**.

<table>
<thead>
<tr>
<th>get divorced (also non-recip)</th>
<th>part</th>
<th>separate</th>
</tr>
</thead>
<tbody>
<tr>
<td>break up</td>
<td>fall out</td>
<td>hook up</td>
</tr>
</tbody>
</table>

1.5 The `get on' group

These verbs indicate that two or more people have a good relationship.

They **clicked** immediately. They loved the same things - oddball things, far-out things, avant-garde things. In any team there are always people more likely to **click with one player than another**.

**We get on** pretty well, all in all. If the job you're after involves working as part of a team, put down any hobbies that show you are versatile and **can get on with people**.

<table>
<thead>
<tr>
<th>click</th>
<th>communicate</th>
<th>connect</th>
<th>gel (also non-recip)</th>
</tr>
</thead>
<tbody>
<tr>
<td>get along</td>
<td>get on</td>
<td>rub along</td>
<td></td>
</tr>
</tbody>
</table>

1.6 The `collaborate' group

These verbs indicate that people work together or take part in an activity or venture together.
Redway was as eager to publish Waite as Waite was to write for him, and they collaborated happily for four years from 1896 to 1899. In 1976, the firm collaborated with the Victoria and Albert Museum in staging an exhibition of Minton wares from 1798 to 1910. They danced as though they had been dancing together all their lives. In the living room, Al was dancing with Mary, both of them frowning, intense, comical.

When the verbs connive, conspire, and co-star are used with a plural Subject, they do not have the simple pattern pl-n V. Instead, connive and conspire have the pattern pl-n V to-inf, and co-star has the pattern pl-n V in n.

A grand jury has been investigating whether officials at Southern Co. conspired to cover up their accounting for spare parts to evade federal income taxes.
Robin Wright, 25, and Sean Penn, 31, met when they co-starred in the movie 'State Of Grace'.

Verbs which indicate specific kinds of dancing, such as jive, tango, and waltz also sometimes have these patterns.

1.7 The `tally' and `clash' group

These verbs indicate that two or more things are similar or compatible, or are not similar or compatible.

Anxious mothers still consult Jennifer to make sure their party dates don't clash. The unfortunate thing is that the final at Hickstead will clash with the Junior European Championships.
Hornby cites one instance where the case evaporated because the child interview videos and written transcripts did not tally. The figure tallied with the payments into her building society account.
The verb correspond also has the pattern V to n.

That number corresponds to a telephone number on this list he gave me.

The verb go usually has the pattern pl-n V together rather than pl-n V.

All natural colors go together.
1.8 The `differ' group

These verbs are concerned with being or becoming different. All the verbs in this group have the pattern $V$ from $n$ or $V$ P from $n$, not $V$ with $n$ or $V$ P with $n$.

People differ in the amount of time they need on their own. Britain differs from most European countries in having no statutory minimum wage.

grow diverge

grow apart

1.9 The `intersect' group

These verbs indicate that two or more things occur together, are in contact, or come into contact.

If you want to know how fish farming works or how fish and marine plants coexist, this museum will show you. Grey squirrels probably do not kill red squirrels, but they cannot coexist with them, except perhaps in dense pine and spruce forests.

The two Skyhawk jets apparently collided in mid-air as they were practising takeoffs. Twenty-two people were killed yesterday when the bus they were travelling in collided with a lorry outside Cairo. There are two main corridors which intersect at the very heart of the building. It then became paved road just north of Tahoma, until it intersected with Highway 89, where we turned south.

The verb merge also has the pattern $V$ into $n$.

The closer to the edges and the woodland, the more natural is the planting, so that the garden seamlessly merges into the woodland.

1.10 The `interact' group

These verbs indicate that two or more things have an effect on each other.
A lot is already known about the factors that give rise to these violent storms, but there's still much to learn about how they interact. However, X-rays have their limitations because they interact with the electron cloud surrounding the nuclei of atoms.

1.11 Verbs with other meanings

There are two other verbs with this combination of patterns. Compromise has the pattern \textit{V with n}. Diverge has the pattern \textit{V from n}.

Three directors decided the theatre should stop trading immediately. The remaining three decided it should carry on. Finally, they compromised. The government has compromised with its critics over tight fiscal and monetary policies. If the lens is small and the wavelength of light large, the light waves diverge as they pass through the lens. Cornish arrived there at 13.39 when the tug was seaward of the Hakai Passage on a course that diverged from the Calvert Island coastline.

Structure information: Pattern combination 1

a) In the pattern \textit{V with n}, the prepositional phrase is the prepositional Object.

b) There is a passive pattern, \textit{be V-ed with}, but it does not often occur, and is not possible with some verbs.

c) Phrasal verb patterns are the same, except that there is a particle, P, which comes after the verb.

Pattern combination 2: pl-n V n; V n with n

These verbs have two patterns:

- \textit{pl-n V n}: The verb is used with a plural Subject and is followed by a noun group.
- \textit{V n with n}: The verb is used with a Subject referring to one participant and is followed by a noun group and a prepositional phrase indicating the other participant. The prepositional phrase consists of \textit{with} and a noun group.

The passive patterns are \textit{be V-ed}, \textit{be V-ed with n}, and \textit{be V-ed by/between n}. 
### Active voice

**pl-n V n**

<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
</tr>
<tr>
<td>MPs</td>
<td>have been debating</td>
<td>the issue.</td>
</tr>
<tr>
<td>Sam and Debbie</td>
<td>swap</td>
<td>stories of life in their homelands.</td>
</tr>
</tbody>
</table>

**V n with n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>am not going to debate</td>
<td>the issue</td>
<td>with</td>
<td>you.</td>
</tr>
<tr>
<td>I</td>
<td>could swap</td>
<td>data</td>
<td>with</td>
<td>them.</td>
</tr>
</tbody>
</table>

### Passive voice

**be V-ed**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Glances</td>
<td>were exchanged.</td>
</tr>
<tr>
<td>A compromise</td>
<td>was reached.</td>
</tr>
</tbody>
</table>

**be V-ed with n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New ties</td>
<td>were established</td>
<td>with</td>
<td>countries in Latin America.</td>
</tr>
<tr>
<td>No final agreement</td>
<td>has been reached</td>
<td>with</td>
<td>Washington.</td>
</tr>
</tbody>
</table>

**be V-ed between/by pl-n**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>between/by</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A pitched battle is being fought between Croat militia and Serb fighters.
An alliance has been forged between seven of the factions.

Phrasal verbs

Active voice

pl-n V n P, pl-n V P n (not pron)

<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb...</td>
<td>Object</td>
<td>...Verb</td>
</tr>
<tr>
<td>The two of us</td>
<td>are fighting</td>
<td>it</td>
<td>out</td>
</tr>
<tr>
<td>She and her father</td>
<td>have patched</td>
<td>things</td>
<td>up</td>
</tr>
</tbody>
</table>

V n P with n, V P n (not pron) with n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>Particle</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can't break</td>
<td>it</td>
<td>off</td>
<td>with</td>
<td>her.</td>
</tr>
<tr>
<td>I</td>
<td>talked</td>
<td>it</td>
<td>over</td>
<td>with</td>
<td>my dad.</td>
</tr>
</tbody>
</table>

Passive voice

be V-ed P
Diplomatic ties were broken off in 1939.

Issues involving commitment should be talked through.

Verbs with this combination of patterns belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomatic ties</td>
<td>were broken</td>
<td>off in 1939.</td>
</tr>
<tr>
<td>Issues involving commitment</td>
<td>should be talked</td>
<td>through.</td>
</tr>
</tbody>
</table>

2.1 The `discuss' group

These verbs are concerned with discussing something. The noun group following the verb indicates what people are discussing.

**We discussed her options.** For his part, Mr Perez de Cuellar welcomed the news and said he **would discuss the matter with the Iraqi ambassador.** The report's findings and recommendations **would be discussed with consumer groups and retailers,** he said.

<table>
<thead>
<tr>
<th>argue</th>
<th>debate</th>
<th>discuss (also non-recip)</th>
<th>dispute (also non-recip)</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk over (also non-recip)</td>
<td>talk through (also non-recip)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2 The `agree' and `negotiate' group

These verbs indicate that two people or groups agree on future arrangements, or are trying to agree on them.

**Tottenham and Norway have agreed a compromise deal** in the row over the availability of goalkeeper Erik Thorstvedt. He was determined to **agree terms with the French** and then to impose them on his allies. **The US and Canada then negotiated an agreement that was completed in 1987.** The city's Peace Officers Association is currently **negotiating a new contract with the city.**

The verbs do and make can be used with a wide range of noun groups, but are reciprocal only when used with noun groups such as an agreement and a deal. `I came in here thinking we were going to do a deal,' Roberts said. He **has done a deal with Customs and Excise** to allow selected VAT-free shops beyond the customs barrier.

| agree | conclude | do (also non-recip) | finalize (also non-recip) | make (also non-recip) |
2.3 The `hold' group

These verbs are used with noun groups such as talks and a conversation to indicate that two or more people talk to each other.

The ANC leader and Mr de Klerk held talks at the weekend before Mr Mandela left for his six week international tour. He's also scheduled to hold talks in Geneva with Jordanian officials before returning to Washington. Talks are being held between the unions and the government at the moment but no agreement looks likely.

The verb have can be used with a wide range of noun groups, but is reciprocal only when used with noun groups of the kind mentioned above. It has no passive.

The two fishermen were having a conversation, and though they were at least a quarter of a mile away from us, we could hear every word. I have had a brief conversation with my client, who still maintains his innocence.

2.4 The `forge' and `break off' group

These verbs are concerned with having, beginning, ending, or renewing contact or a relationship.

The two West African states had broken off relations two years ago after bloody clashes erupted in the frontier area. The Soviet Union broke off relations with Israel in 1967 at the time of the Six Day War. After years locked in confrontation, they can now make a new beginning, forge a new partnership and a sturdy peace. A top ANC official has called on British people to forge closer links with Black South Africans.

The verbs resolve and settle are usually followed by a noun such as dispute or differences.

Unless France and Britain can resolve their differences there will be no treaty on political union. The former captain has now resolved his differences with team officials.

In the case of break off and make up, when the noun group comes directly after the verb, it is always it.

Then did she come here to make it up with him - to make peace with him, anyway?
reopen resolve (also non-recip) settle
break off (also non-recip) make up patch up (also non-recip)

2.5 The `exchange' group

These verbs indicate that people give, say, or do things of the same kind to each other. They often have the patterns $\text{pl-n V pl-n}$ and $\text{V pl-n with n}$.

We exchanged addresses, and as a result of our meeting he has given much needed financial assistance to the team. The separatists exchanged fire with security forces at two places in the old city area. The Daily Mirror says the three candidates traded insults and blew their own trumpets yesterday as each one claimed to be heading for victory. He was too reckless, too willing to challenge the odds and to trade punches with a larger opponent when he should have walked away. The verb bandy is used mainly with the noun words.

He was tired of bandying words with the man.

bandy (also non-recip) exchange swap trade

2.6 The `fight' group

These verbs are concerned with fighting and competing.

The allies have turned on each other and fought a running battle for the past four days. At the weekend police fought a gun battle with a gang which used military hand grenades against them.

The verb have can be used with a wide range of noun groups, but is reciprocal only when used with noun groups like a fight. It has no passive. We had a fight yesterday, and he walked out. Surprisingly enough, readers, I got horrendously drunk and had a fight with Graham Poppie in the bar of the hotel.

In the case of fight out, the noun group following the verb is usually it. He spent his lying on the floor of his elegant residence while the guerrillas and the army fought it out in his back street.

fight (also non-recip) have (also non-recip) play (also non-recip)

2.7 Verbs with other meanings
There are two other verbs with this combination of patterns.

They **dance** a tango. You should see me **dance the tango with a girl who knows her paces.**

**My sister and I shared a bedroom** until I was seven. For once Livy wished she **wasn't sharing a room with Caroline.**

| dance (also non-recip) | share (also non-recip) |

There are a number of phrases which are like reciprocal verbs of this type and their Objects. See `Reciprocal phrases' at the end of this chapter.

**Productive uses**

Many verbs are reciprocal and are used with these patterns when they have the prefix co-, for example **co-author, co-found, co-host, co-sponsor,** and **co-write.**

**Structure information: Pattern combination 2**

a) In both the **pl-n V n** pattern and the **V n with n** pattern, the noun group following the verb is the Object. In the **V n with n** pattern, the prepositional phrase is an Adjunct.

b) There are three passive patterns. In the pattern **be V-ed**, neither participant is mentioned. In the pattern **be V-ed with n**, one of the participants is mentioned in the prepositional phrase after the verb. In the pattern, **be V-ed between/by pl-n**, both participants are mentioned in the prepositional phrase.

c) Phrasal verb patterns are the same except that there is also a particle, P. The Object comes either between the verb and the particle, or after the particle. If the Object comes after the particle, it cannot be a personal pronoun. You say **He talked them through with a colleague** or **He talked through his ideas with a colleague** but you do not say **He talked through them with a colleague.**

**Pattern combination 3: pl-n V; V n**

These verbs have two patterns:

- **pl-n V**: The verb is used with a plural Subject.

- **V n**: The verb is used with a Subject referring to one participant and followed
by a noun group referring to the other. The passive pattern is \textit{be V-ed.}

Active voice

\texttt{pl-n V}


<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>They</td>
<td>embraced.</td>
</tr>
<tr>
<td>Their eyes</td>
<td>met.</td>
</tr>
</tbody>
</table>

\texttt{V n}


<table>
<thead>
<tr>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>She</td>
<td>embraced</td>
</tr>
<tr>
<td>Her eyes</td>
<td>met</td>
</tr>
</tbody>
</table>

Passive voice

\textit{be V-ed}


<table>
<thead>
<tr>
<th>Verb group</th>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>It</td>
<td>is intersected</td>
</tr>
<tr>
<td>He</td>
<td>was kissed</td>
</tr>
</tbody>
</table>

Verbs with this combination of patterns belong to the following meaning groups:

\begin{itemize}
\item 3.1 The `kiss' group
\item 3.2 The `marry' and `divorce' group
\item 3.3 The `fight' group
\end{itemize}

3.1 The `kiss' group

These verbs are concerned with affectionate or sexual contact. When these verbs are used with a Subject referring to one participant, the meaning is usually that the other participant does not do the same thing back - the action is not reciprocal. Some informal verbs referring to sexual intercourse also have
We hugged and cried. He wanted to hug her. She gave a fractional smile. They kissed. She drove away. She kissed me and turned out the light.

| cuddle embrace hug kiss snog |

The verb kiss also has the patterns pl-n V n and V n n. The noun group which follows the verb, or follows the first noun group, is something such as goodbye or goodnight.

They kissed goodnight before splitting up to avoid photographers who spotted them. He kissed me goodnight and then went off to check on something in the kitchen.

The verb snog also has the pattern V with n: see meaning group 1.3 above.

3.2 The `marry' and `divorce' group

These verbs are concerned with marriage, divorce, or romantic relationships.

They divorced in 1976. She divorced her Army husband at 23. The front page of the Sun this morning has a story about a guy who's being divorced by his bride because he likes buses. When we married we vowed to be together, to live together, and to die together, she said. She married a barrister, and died childless in 1864.

| court date (also non-recip) divorce (also non-recip) marry (also non-recip) |

3.3 The `fight' group

These verbs are concerned with fighting or competing.

When my brother and I used to fight, Mother would become hysterical and shriek that we were going to kill each other. I had to fight him even though I hate violence. The two sides meet at Goodison Park on Saturday in what promises to be an explosive clash. The winner of the India-West Indies tie in Melbourne tomorrow will meet Australia in the final.

| battle fight meet wrestle (also non-recip) |

The verbs battle, fight, and wrestle also have the pattern V with n: see meaning group 1.2.
3.4 The `intersect' group

These verbs indicate that two or more things are in contact. We include here *overlap*, where the meaning is metaphorical.

As he paused where the **three galleries intersected**, another thought occurred to him. It was well after noon and the gas gauge was almost at E before the road **intersected a larger highway**. The drive leads through thick woods, over boulders and a stream to a crossing where **four paths meet**. Where bones **meet other bones** to form a moving joint there is a protective covering of cartilage over the surface of the bone which stops them wearing away. Although each person is assigned to one area of the shop, **their roles** often **overlap**. It is not uncommon for a mother's life to **overlap her daughter's** by 70 years or more. In the case of **criss-cross**, the noun group following the verb is always a reciprocal pronoun.

The roads here are quite a maze, **criss-crossing one another** in a fashion that at times defies logic.

| criss-cross cross intersect join meet (also non-recip) meet overlap |

The verbs *intersect 1* and *overlap* also have the pattern **V with n**: see meaning group 1.9.

3.5 Verbs with other meanings

There are a few other verbs with this combination of patterns.

**John and I met** in high school. I told you. We were friends. I **met her** about a month ago. **Like charges repel**. One way to reduce the problem is to use positrons instead of electrons, as they **repel positive ions**.

| attract consult meet repel |

Structure information: Pattern combination 3

a) In the **V n** pattern, the noun group following the verb is the Object.

b) There is a passive pattern **be V-ed**. However, it does not often occur.
Other patterns of reciprocal verbs

1 Patterns with pl-n

In the following patterns, the verb is used with a plural Subject. Many of these patterns are dealt with in other chapters.

pl-n V to-inf

The verb is followed by a to-infinitive clause.

He alleged that the major oil companies conspired to fix gasoline prices from the 1950s till the early 1970s.

See pages xxx and xxx. Ch1 Sec8 mg III.1, III.3.

pl-n V that

The verb is followed by a that-clause.

Experts agree that one cause of poverty among the young is the dramatic rise in the number of single-parent families.

See pages xxx and xxx. Ch1 Sec10 mg 1, 4.

pl-n V wh

The verb is followed by a finite wh-clause.

The Germans are now debating whether that constitutional provision should be changed.

See page xxx. Ch1 Sec11 mg 1.

pl-n V wh-to-inf

The verb is followed by a to-infinitive clause introduced by a wh-word.

They are waiting while federal authorities debate what to do about them.

See page xxx. Ch1 Sec12 mg 3.
The verb is followed by a prepositional phrase which consists of about and a noun group.

*People still arg**ue about the costs and benefits of that development.*

See page xxx. Ch2 Sec5 mg II.1.

The verb is followed by a prepositional phrase which consists of against and a noun group.

*But British newspapers alleged that the government and royal family were conspiring against her, fearing she would embarrass them.*

See page xxx. Ch2 Sec8 mg 1.

The verb is followed by a prepositional phrase which consists of for and a noun group.

*More than 2300 candidates from 93 political parties are competing for 486 seats.*

See page xxx. Ch2 Sec17 mg II.2.

The verb is followed by a prepositional phrase which consists of into and a noun group.

*The fights coalesced into a battle that raged the long length of the street.*

See page xxx. Ch2 Sec21 mg I.1.

The verb is followed by a prepositional phrase which consists of on and a noun group.
The verb is followed by a prepositional phrase which consists of on and a noun group.

Even when people disagree on issues, trust builds bridges and everyone benefits.

See pages xxx and xxx. Ch2 Sec25 mg II.3, II.17.

pl-n V over n

The verb is followed by a prepositional phrase which consists of over and a noun group.

The two sides are squabbling over issues of citizenship, gold reserves and international treaties.

See page xxx. Ch2 Sec28 mg I.1.

2 Patterns with with n

In the following patterns, the verb is followed by a prepositional phrase beginning with with.

V with n to-inf

The prepositional phrase is followed by a to-infinitive clause which indicates what two or more people or groups are trying to do.

It said she conspired with others to perform illegal campaign services.

collaborate connive conspire vie

V with n that

The prepositional phrase is followed by a that-clause which indicates the topic or issue involved.

Many would agree with him that intelligence is something with which one is born (or not, as the case may be).

agree concur joke
V with n about n, V about n with n

The prepositional phrase beginning with *with* is followed by another prepositional phrase beginning with *about* which indicates the topic or issue involved. The prepositional phrases may come the other way round.

*I actually *agree* with you about the gun situation.*

*Talk about it with your partner.*

<table>
<thead>
<tr>
<th>agree</th>
<th>argue</th>
<th>banter</th>
<th>bicker</th>
<th>chat</th>
<th>communicate</th>
<th>confer</th>
<th>consult</th>
<th>converse</th>
<th>correspond</th>
<th>dicker</th>
<th>disagree</th>
<th>fight</th>
<th>gossip</th>
<th>haggle</th>
<th>joke</th>
<th>meet</th>
<th>natter</th>
<th>negotiate</th>
<th>quarrel</th>
<th>row</th>
<th>spar</th>
<th>speak</th>
<th>squabble</th>
<th>talk</th>
</tr>
</thead>
</table>

V with n for n, V for n with n

The prepositional phrase beginning with *with* is followed by another prepositional phrase beginning with *for* which indicates what two or more people or groups are trying to get. The prepositional phrases may be the other way round.

*Defence *had to *compete* for money with other government services.*

*Turlington *has jostled* with Linda Evangelista, Claudia Schiffer and Naomi Campbell for the earnings crown in the past three years.*

<table>
<thead>
<tr>
<th>compete</th>
<th>contend</th>
<th>jockey</th>
<th>jostle</th>
<th>struggle</th>
<th>tussle</th>
<th>vie</th>
</tr>
</thead>
</table>

V with n on n, V on n with n

The prepositional phrase beginning with *with* is followed by another prepositional phrase beginning with *on* which indicates the topic or project involved. The prepositional phrases may be the other way round.

*Yes, I *do* agree with you on that.*

<table>
<thead>
<tr>
<th>agree</th>
<th>collaborate</th>
<th>differ</th>
<th>disagree</th>
</tr>
</thead>
</table>

V with n over n

The prepositional phrase beginning with *with* is followed by another prepositional phrase beginning with *over* which indicates the topic or issue involved.
He also **fought with Reagan over cutbacks in social programs.**

**argue** **compromise** **fight** **haggle** **quarrel** **row** **squabble** **wrangle**

**Emphasizing reciprocity**

There are three ways of emphasizing the reciprocity of an action or process when using a reciprocal verb with a plural Subject.

a) With most reciprocal verbs, a **reciprocal pronoun** *(each other or one another)* can be used after the appropriate preposition or after the verb. These patterns are **pl-n V with pron-recip** and **pl-n V pron-recip**.

*All across the world today people are fighting with each other and killing each other because of their racial and religious differences.*

*The fans would exchange information with one another. They hugged each other.*

b) With a number of reciprocal verbs, a prepositional phrase consisting of **among** or **amongst** and a plural reflexive pronoun can be used, when there are more than two participants involved. A prepositional phrase consisting of **between** and a plural personal pronoun or reflexive pronoun is also sometimes used, and in this case there may be just two participants.

*The more they argue among themselves, the better.*

*Small groups around the room discussed theories amongst themselves, looking from one suspect to another.*

*She tried to persuade him to eat what was left of their food but he couldn't manage it, and so the driver and Amy shared it between them.*

These patterns most frequently occur with the following verbs:

**agree** **agree (something)** **argue** **battle** **bicker** **chat** **compete** **confer** **co-operate** **debate** **(something)** **differ** **disagree** **discuss** **(something)** **feud** **fight** **interact** **joke** **make (an agreement)** **meet** **quarrel** **reach (an agreement)** **resolve (your differences)** **row** **settle (your differences)** **share (something)** **sign (an agreement)** **speak** **squabble** **swap (things)** **talk** **wrangle**

c) With a few reciprocal verbs, the adverb **together** can be used for emphasis. This pattern is **pl-n V together**.

*Members of the group meet together once a week to check their*
weight, discuss healthy eating and do some exercises. They often **play tennis together**, and share a love of Sixties music.

Other verbs with reciprocal meanings

a) Many verbs not mentioned in this chapter can have a reciprocal meaning. This happens when they are used with a plural Subject and followed by a reciprocal pronoun (*each other* or *one another*), as in *They hated each other*, or by a prepositional phrase containing a reciprocal pronoun, as in *They looked at each other*. These are not, however, true reciprocal verbs because they cannot be used on their own with a plural Subject, or do not have a reciprocal meaning when they are used like this. For example, you do not say *They hated*, and if you say *They looked*, you do not mean that they looked at each other.

b) Verbs which have the patterns **V pl-n** and **V with n**, **V to n**, or **V from n** have a reciprocal meaning when they are used in the passive. For example, two things can be distinguished, or one thing can be distinguished from another.

c) Some verbs with the pattern **V together** are similar in meaning to reciprocal verbs, but they are not regarded as true reciprocal verbs because they must be followed by the adverb **together** when used with a plural Subject. See pages xxx-xxx. **Ch2 Sec3**.

**Reciprocal phrases**

There are a number of phrases which behave like reciprocal verbs and have a reciprocal meaning.

Most of them consist of a verb and a noun group, and are like the combinations of verbs and noun groups found in Pattern combination 2. A few consist of a verb and a prepositional phrase or an adverbial phrase.

They all have the patterns **pl-n PHR** and **PHR with n**.

All political parties should **bury the hatchet** and work together to help drag Australia out of the recession. Kevin Keegan last night **buried the hatchet with Bobby Robson**, the man who upset him so much when he was dropped by England. The police are sure to link us when they **compare notes**. What Michelle is missing most is the chance to **compare notes with other suffering mothers**, said Marion.
We'd lost touch 34 years ago, when George joined the RAF. Then after graduation Zach went to Europe, and I lost touch with him. Both men were grinning as they shook hands. The boy came out to meet me and I shook hands with him.
Chapter 7: Ergative Verbs

Introduction

What an ergative verb is

An ergative verb has the following features:

- it has two patterns
- only one of these patterns has a noun group following the verb
- the person or thing indicated by that noun group may also be indicated by the Subject of the other pattern

For example, the verb *break* has two patterns, *V* and *V n*. Only one of these patterns, *V n*, has a noun group following the verb. An example of the pattern *V n* is *John broke the vase*. The noun group following the verb, *the vase*, may also be the Subject of the verb: *The vase broke*.

Combinations of patterns with ergative verbs

Some ergative verbs have symmetrical combinations of patterns. For example, the verb *break* has a combination of two patterns, *V* and *V n*. This combination is symmetrical because the only difference between the two patterns is that one has a noun group following the verb and the other does not. You say

*The stick broke*,

and *She broke the stick*.

Some ergative verbs have combinations of patterns that are asymmetrical, that is, the patterns are different in more ways than the presence or absence of a noun group. For example, the verb *puff* has the pattern *V n* but not the pattern *V*. Instead, it has the pattern *V prep/adv*. Therefore, you say

*The chimney puffed smoke*

and *Smoke puffed out of the chimney*

*but you do not say Smoke puffed*.

What the patterns indicate

When you use an ergative verb, you have a choice between two (or more) patterns. These patterns allow you to talk about the world in very different ways. For example, you can choose to indicate that something just happens, perhaps as a natural occurrence, without indicating that someone or something is responsible for it. Or you can indicate that someone or something is the cause of what happens and so is responsible for it. Compare the examples
below. (Unlike the other examples in this book, these and the following examples in this Introduction have been invented to illustrate the differences in meaning between the patterns.)

The vase broke. John broke the vase. 
The volume often varies. The technician can vary the volume. 
Many factories closed. The government's policies closed many factories.

In the first example in each pair there is only one noun group. This noun group indicates something that does something or has something happen to it: the vase breaks, the volume varies, and the factories close. We can call the vase, the volume, and the factories the `doer'. In these examples with only a `doer', you are not told what the cause of the action is. In fact, you may understand that the action has no cause. You may think, for example, that the vase broke by itself. Or you may understand that there is a cause but that the speaker or writer has chosen not to mention it. You may think, for example, that someone caused the vase to break but that the speaker or writer is deliberately hiding that information.

In the second example in each pair there are two noun groups. One of them is the `doer' and the other indicates the person or thing that causes the action: John causes the vase to break, the technician causes the volume to vary, and the government's policies cause the factories to close. We can call John, the technician, and the government's policies the `causer'. In these examples with both a `doer' and a `causer', you can understand the clause in only one way: that someone or something caused something to happen.

How the `doer' and the `causer' relate to the action depends on who or what they are. Here are some more examples:

(i) `Doer' and `causer' are both animate

Where the `doer' and the `causer' are both animate and the action is something that is under the control of the `doer', the exact roles of the `doer' and the `causer' vary according to the verb.

The `causer' may be someone in authority who encourages or orders the `doer' to do the action.

The horse galloped down the hill. The rider galloped his horse down the hill. 
The squad marched down the hill. The sergeant marched the squad down the hill.

The `causer' may provide conditions that allow the `doer' to do the action.

The cows grazed in the water meadows. The farmer grazed the cows in the water meadows.

The `doer' and the `causer' may both be involved in the action, with different responsibilities.

She auditioned on Tuesday. I auditioned her on Tuesday.
He enrolled on a two-year course. The tutor enrolled him on a two-year course.

(ii) `Doer' is inanimate, `causer' is animate

Where the `doer' is inanimate, or is animate but the action is not under their control, and the `causer' is animate, the exact roles of the `doer' and `causer' vary according to the verb.

The `causer' may hold ultimate responsibility for the action, even though he or she does not intend to cause the action.

The vase broke when it fell on the floor. He broke the vase when he dropped it on the floor. The car crashed. He crashed his car.

The `causer' may provide the conditions in which a natural process takes place.

Raspberries freeze well. She froze some raspberries.

The `causer' may not cause the action at all, but may be affected by the action, for example by suffering an injury.

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His leg fractured. He fractured his leg.

The `doer' may not do anything, but may be affected by the action.

The bucket filled in two minutes. He filled the bucket in two minutes.

(iii) `Doer' may be animate or inanimate depending on the verb, `causer' is inanimate

When the `causer' is inanimate, it may be the immediate cause of the action.

The vase broke. The impact broke the vase.

Alternatively, the `causer' may be an indirect cause of the action.

Her spirits lifted as if by magic. The party lifted her spirits as if by magic.

Patterns with reflexive pronouns

With many ergative verbs, the noun group following the verb is sometimes a reflexive pronoun. When this is the case, the `doer' and the `causer' are the same person or thing. Sometimes this means that there is little difference in meaning between this pattern and the pattern which mentions only the `doer'. For example, the first two examples below mean almost the same thing, although they have different patterns, but the third example has a different meaning.

The symptoms of the illness manifested ten days later. The symptoms of the illness
manifested themselves ten days later. She manifested all the symptoms of the illness.

Sometimes, however, the pattern with a reflexive pronoun emphasizes that the Subject of that pattern is the cause of an event and also the person or thing that is affected by it. This is true particularly when the verb involved indicates that a person suffers harm. For example, the first example below suggests that the drowning was an accident, the second example suggests that it was suicide, and the third example suggests that it was murder.

He drowned in the river. He drowned himself in the river. She drowned him in the river.

The following ergative verbs often have a reflexive pronoun following the verb.

acclimatize assimilate attach beach disengage drown hang manifest overstretch plunge resolve

Ergative verbs and the passive

In patterns where there is a noun group (the Object) following the verb, the `causer' is indicated by the Subject and the `doer' is indicated by the Object. If that structure is made passive, however, the `doer' becomes the Subject and the `causer' may not be mentioned. Compare the following examples:

The vase broke. John broke the vase. The vase was broken.

The third example is the passive of the second example. We said above that in the first example, you may understand that the vase broke by itself or that someone caused the vase to break, whilst in the second example, you must understand that John caused the vase to break. In the third example, you understand that the vase did not break by itself, but do not know who caused the breakage. The Subjects of the first and the third examples are the same, but the meanings are different.

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Actual and potential events

Most ergative verbs can be used to indicate events that have taken place (actual events), or events that might take place (potential events). An example of an actual event is:

• The glass broke.

Examples of potential events are:

This kind of glass tends to break in cold weather. This kind of glass breaks easily.

Some ergative verbs, in the pattern with the `doer' as Subject, are usually used only to indicate potential events. The pattern with the `causer' as Subject can be used to indicate both actual
and potential events.

This cream smells clean and fresh, and applies easily. After you have stepped from a warm bath, apply the cream evenly over your body. These eye shadows won't fade or crease and contain herbal extracts to soften the skin. Ultraviolet light will fade the colours in organic materials.

These verbs are indicated in the meaning groups described below.

Ergative link verbs

There are a few verbs which are ergative and which in one of their patterns only are link verbs (see also Chapter 5). For example, the verb turn, in the pattern V colour, is a link verb. It also has the pattern V n colour, in which it is not a link verb.

The feet start to burn, feel hot to the touch, and turn bright red. She experienced a tremendous flush, turning her bright red.

The following verbs are ergative link verbs.

*form keep rank rate turn*

About this chapter

In this chapter you will find information about all the combinations of patterns that occur with ergative verbs. As in the other chapters, information about clause structure is given here. This information is less detailed than in the other chapters, however. For example, we do not here show the patterns or structures of passives, or of phrasal verbs, although we do include examples of passives and phrasal verbs.

If you want to find out more about the patterns and structures described in this chapter, look in the relevant sections in Chapters 1-4.

Pattern Combinations

There are six symmetrical combinations of patterns.

- Pattern combination 1: V; V n
  
  *The vase broke. John broke the vase.*

- Pattern combination 2: V prep/adv; V n prep/adv
  
  *The boat sailed up the river. We sailed the boat up the river.*

- Pattern combination 3: V adj; V n adj
  
  *The door slammed shut. She slammed the door shut.*
Pattern combination 4: V as adj; V n as adj
That score counts as successful. We count that score as successful.

Pattern combination 5: V to-inf; V n to-inf
She trained to compete. They trained her to compete.

Pattern combination 6: V ord prep; V n ord prep
They rank sixth in the world. Most people rank them sixth in the world.

There are four asymmetrical combinations.

Pattern combination 7: V prep/adv; V n; V n prep/adv
Light reflects on the water. The mirror reflects light. The glass reflected light onto the wall.

Pattern combination 8: V prep/adv; V n
Smoke puffed out of the chimney. The chimney puffed smoke.

Pattern combination 9: V adv; V n
This carpet cleans easily. We cleaned the carpet.

Pattern combination 10: V adj; V n
The chair folds flat. He folded the chair.

Pattern combination 1: V; V n

In the pattern V, the verb can be used on its own, without anything following it. In the pattern V n, the verb is followed by a noun group. This pattern combination is symmetrical.

This combination of patterns has one combination of structures:

- Verb; Verb with Object
  The window broke. They broke the window.

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<tr>
<th>Verb group</th>
<th>noun group</th>
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<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>The pattern</td>
<td>altered.</td>
</tr>
<tr>
<td>The foghorn</td>
<td>blasted.</td>
</tr>
<tr>
<td>My spirits</td>
<td>lifted.</td>
</tr>
<tr>
<td>That meeting</td>
<td>will reconvene</td>
</tr>
</tbody>
</table>
Verbs with this combination of patterns belong to the following meaning groups:

Groups of verbs concerned with change

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Groups of verbs concerned with movement and action

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1.1 The 'change' group

In the pattern V, these verbs are concerned with something changing. In the pattern V n, they are concerned with someone or something bringing about a change. The verbs in this group have general meanings. More specific kinds of change are dealt with in other meaning groups below.

As society has changed in Java, the ways in which dancers are taught have also changed. Those who wish to change society have to create an active, political community.

1.2 The 'break' group
These verbs are concerned with something breaking or being damaged. They may be divided into two groups:

(i) In the pattern **V**, these verbs indicate that something breaks or shows damage of some kind. In the pattern **V n**, they indicate that someone or something breaks or damages something or someone. The Subject in the pattern **V n** is the person or thing that causes the damage.

He slammed the door with such force that a window **broke**. They threw stones and **broke the windows of buses**.

While children can swallow many small objects without ill effect, batteries can cause severe damage if they **corrode** inside the body. It is claimed that chewing gum helps prevent tooth decay by stimulating saliva, which neutralises the acids that **can corrode teeth**.

In due time, Carey would go free while his accomplices **hanged**. The convicted men were due to **be hanged** this week, having lost their appeal recently.

With some of these verbs, the pattern **V** is usually used to indicate that something often happens (a potential event), rather than to indicate an actual event.

- **Men tend to bruise far more than women, because of the way their fat is arranged on the body.**

These verbs are often followed by an adverb such as **easily**. This pattern is **V adv** (see also page xxx). **Ch2 Sec2**

- **I keep a jar of comfrey ointment which clears up bruises fast. I bruise very easily and the ointment is brilliant.**

(ii) In the pattern **V**, these verbs indicate that something breaks or shows damage of some kind. In the pattern **V n**, they indicate that something is broken or damaged. The Subject of the pattern **V n** may be someone or something that suffers damage to a part of themselves, as in **I fractured my skull**, or it may be someone who is responsible for the thing at the time that it is damaged, as in **I crashed my car**.

A couple of fuses **had blown**, so I had to trot over the road to Halfords. When I tried to factor in the extra odds, my computer **blew a fuse**.

When Julie was a baby they had to literally wrap her up in cotton wool to make sure no bones **broke**. Suzanne ran anxiously down the path assuming he'd **broken a leg**.
1.3 The `dissolve' and `solidify' group

In the pattern \texttt{V}, these verbs are concerned with something changing in some physical way. In the pattern \texttt{V n}, they are concerned with someone or something causing a physical change in something. The Subject in the pattern \texttt{V n} may be a person who makes a process happen, or provides conditions for a process to happen, as in \textit{The scientist condensed the vapor}, or something that takes part in the process, as in \textit{The cold atmosphere condensed the vapor}. In the case of some verbs, such as \textit{ripen, ripple, and rot}, the second kind of Subject is more frequent.

Stir the mixture with a metal spoon until the sugar \texttt{has dissolved}. \texttt{Dissolve the sugar} in the warm water and add the dried yeast.

The seed \texttt{will} only \texttt{germinate} when the weather is warm and damp. First, the researchers \texttt{germinated the plantain seeds}.

The engineers filled the glasses with water and gunned the engine to 157 miles per hour. The water in the glasses \texttt{didn't} even \texttt{ripple}. The surface of the water \texttt{was rippled} by a sudden wind.

Silicon \texttt{solidifies} as it cools. The latest snowfall was soft, but the bitter cold \texttt{had solidified the layers beneath it}.

After a few minutes, the clumps of trees started to \texttt{thin out}, and Nancy realized she was heading uphill. The trees \texttt{had been thinned out} for cooking fires. They were able to move fast.

\texttt{burn (fuel) chill coarsen condense cool crystallize curdle decompose deepen (a sound) defrost (a freezer) digest dilute dissipate dissolve drain dry dull empty emulsify evaporate fatten ferment fill flood fossilize freeze germinate harden hatch heal improve incubate liquefy loosen melt mutate naturalize overheat oxidize perish regenerate ripen ripple root rot shrivel singe soften solidify spoil stabilize steady tarnish thaw thicken thin tighten toughen turn vaporize weather}

\texttt{boil away cool down cool off dry off dry out dry up even out fill up firm up grow out (a hairstyle) light up liven up thaw out thin out warm up}

1.4 The `cook' group

In the pattern \texttt{V}, these verbs indicate that food cooks. In the pattern \texttt{V n}, they are concerned with someone cooking food. The Subject of the pattern \texttt{V n} is usually the person who cooks the food, but it is sometimes the fuel or cooking equipment that is used.

While the water \texttt{boiled}, I picked up the shopping and put it away. Milwaukee residents have been advised to \texttt{boil their tap water} or drink bottled water.

Buffalo meat \texttt{cooks} faster than beef. I have to have cakes and pastries in my life; fortunately my wife \texttt{cooks them} brilliantly. The heat from the coals \texttt{cooks the food}.

Stir until the soup \texttt{is} just \texttt{simmering}. \texttt{Simmer the vegetables} in the lemon juice and stock for 10 minutes.

In the case of \texttt{boil 2}, the Subject of the \texttt{V} pattern and the Object of the \texttt{V n} pattern is the container of the food or liquid. 482

Ann and Mrs Kelly were standing awkwardly in the kitchen waiting for the kettle to \texttt{boil}. You will almost certainly want to \texttt{boil a kettle} within minutes of arrival.
In the case of freeze, the pattern V is used to indicate that a particular food does not come to harm when it is frozen.

- The Iced Apricot and Almond Cream and Iced Maple and Pistachio Cream will freeze.

The verb is often followed by the adverb easily or well. This pattern is V adv (see meaning group 9.1 below for other verbs with this pattern and use).

- Marrows don't freeze well, but they can be stored by hanging in nets.

bake boil brown char cook crisp defrost dissolve freeze infuse macerate marinade marinate mature melt percolate reduce (a liquid) simmer steam thaw
boil away thaw out warm up

1.5 The 'expand' and 'compress' group

In the pattern V, most of these verbs are concerned with the size, degree, shape, or configuration of something changing. The verbs bend, curl, curve, kink, and taper 1 indicate what shape something is, rather than how a shape changes. In the pattern V n, these verbs are concerned with someone or something changing the size, degree, shape, or configuration of something.

When we breathe in, the lymphatic vessels in the abdomen compress. The implosion would compress any metal at its core.

I tried to concentrate on the qualities I admired in him: his confidence, his charm, the way his hair curled at the nape of his neck. He spent hours on end curling a strand of his hair with his fingertips and looking stupid.

The hot weather has caused the track to expand slightly. This old-fashioned wooden Shoe Stretcher has special attachments that expand the leather in the specific spots where your foot needs more room.

With the use of random drug testing, the chance of being caught has increased. Just one severe sunburn in childhood can increase the chances of developing skin cancer. Fighting has also intensified in other cities throughout the republic. In recent weeks, the guerrillas have intensified their attacks.

Relax your muscles and feel your spine straighten out. Osteopathy is gentle - straightening out the pelvis and lower back to improve movement and breathing.

In the case of compress, crease, tangle, tie, unzip, and zip up, the patterns V and V P are usually used to indicate that something may happen or often happens, rather than to describe an actual occurrence.

- I don't use Styls lines because they tend to tangle in the wind.
1.6 The `improve' and `worsen' group

In the pattern $V$, these verbs are concerned with something changing in some abstract way. In the pattern $V \ n$, they are concerned with someone or something causing an abstract change in something.

In South Asia, the region most usually associated with mass poverty, the situation is now improving quite rapidly. We are convinced that he could improve the political situation. As our economy strengthens, our government will be able to recreate the caring services and the decent standards to which I believe a civilised society rightly aspires. Optimists believe that this will strengthen the companies' revenue.

In 1991 the Oklahoma plant began to wind down. The recession went on and on, and I slowly wound down the business.

In addition to the problem of poverty of the old, there is concern over the problem of family poverty, which continues to worsen. The Pope said that war would be a disaster for all of humanity and would only worsen the problems of the region.

1.7 The `blister' group

In the pattern $V$, these verbs are concerned with someone experiencing something physically. In the pattern $V \ n$, they are concerned with something having a physical effect on someone. The Subject in the pattern $V \ n$ is often inanimate. The Object in that pattern, and the Subject in the pattern $V$, is a part of the body.

My left hand is dead to sensation. I could accidentally pick up scalding cups of coffee and not feel a thing although my hand would blister. Some persons are able to endure fire, for example, handle, walk on, or roll in hot coals without being blistered.

Coughing and hacking, her eyes stinging, she backed out of Joe's room. Sand stung his eyes.

1.8 The `bleach' group
In the pattern $V$, these verbs are concerned with a colour or degree of brightness changing. In the pattern $V \text{ n}$, they are concerned with someone or something making a colour or degree of brightness change.

The verbs in this group, when used in the pattern $V$, often indicate that something may change colour or has a tendency to change colour (a potential event), rather than that a colour has actually changed.

It is forbidden to cut indigo, make charcoal, or put cloth out to bleach in the sun. We make our own yarn, we weave it, we bleach it, we cut and sew. Don't worry if the bananas discolour slightly - even when sliced at the last minute, they tend to turn brown. This furniture should be stored indoors, because rust will discolour the metal and the fabrics.

**blacken** **bleach** **brighten** **darken** **deepen** **dim** **discolour** **fade** **lighten** **redden** **whiten**

1.9 The ‘clog up' group

In the pattern $V \text{ P}$, these verbs are concerned with something such as a pipe becoming blocked. In the patterns $V \text{ n P}$ and $V \text{ P n (not pron)}$, they are concerned with something blocking something such as a pipe.

I could stop worrying about my arteries clogging up so quickly again. Too much butter will start to clog up the arteries and lead to excess body fat.

**block up** **clog up** **freeze up** **fur up** **silt up**

1.10 The ‘blur' group

In the pattern $V$, these verbs are concerned with a glass or image becoming cloudy or distorted. In the pattern $V \text{ n}$, they are concerned with something making a glass or image cloudy or distorted. In the pattern $V \text{ n}$, the Subject indicates the cause of the cloudiness or distortion.

Alex frowned at the white figure; it was beginning to blur. This creates a spectrum of colours at the edges of objects which blurs the image.

**blur** **cloud** **distort** **fog** **mist**

**fog up**

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1.11 The ‘divide' group

In the pattern $V$, these verbs are concerned with a thing, organization, or group of people dividing into two or more parts. In the pattern $V \text{ n}$, they are concerned with someone or something dividing a thing, organization, or group of people in this way.

The gene causes a problem in the way cells divide. The suggestion that I proposed to divide
the city is absolute nonsense.
This inbred world is dividing and polarising. He has to polarize the electorate.
When the Soviet Union split up, Sahlins lost touch with the theater completely. One of the largest commuter airlines in the country may be split up.

degrade demerge divide fracture fragment polarize split
break down break up split up

1.12 The 'quicken' and 'slow down' group

In the pattern V, these verbs are concerned with something happening more quickly or more slowly. In the pattern V n, they are concerned with someone or something making something happen more quickly or more slowly.

The pace of unification began to quicken at the beginning of this year. The crisis has at least indirectly forced the President to quicken the pace of change.
The car never slowed down. Its tires squealed as it sped round the corner and out of sight.
The idea was dreamed up to slow down traffic and protect cyclists in built-up areas.
accelerate quicken slow
slow down slow up speed up

1.13 The 'open' and 'close' group

In the pattern V, these verbs are concerned with something opening or closing. In the pattern V n, they are concerned with someone or something opening or closing something.

Rumbelows said 200 of its 500 shops may close within two years. Business was so bad Lynn McCourtney got a job out of town and is closing the shop.
The door opened and Mrs MacMahon, carrying a tray, entered. Before anyone realised what was happening he opened the door and jumped onto the track.
close open reopen shut
close down close up open up shut down

1.14 The 'calm down' group

In the pattern V, these verbs are concerned with someone starting to have a feeling or emotion. In the pattern V n, they are concerned with someone or something making someone feel an emotion.

Just calm down and tell me what's happened. Frannie spent two hours on the phone with Dede, trying to calm her down.
All the passengers in the aircraft got up and sort of ran to the front of the plane as the stewardesses were yelling, 'Don't panic!' 486 Cats could easily panic the birds and cause the eggs to be broken.
(not) budge freak heal mellow panic relax suffocate tire worry
calm down cheer up cool down crease up perk up warm up
1.15 The `weaken' and `strengthen' group

In the pattern V, these verbs are concerned with someone experiencing something mentally. In the pattern V n, they are concerned with something affecting someone's mind or attitudes. The Subject in the pattern V n is often inanimate. The Object in that pattern, and the Subject in the pattern V, is an aspect of the mind, thoughts, or emotions.

But later, the acid returns to Ryder's tongue, he hunches over the table, and his mood appears to darken once more. Nothing was going to darken his mood today. Nationalist feeling has strengthened. Economic blockades may strengthen nationalist feeling.

When other men asked me out, the healthy part of me accepted, but as the day wore on, resolve would weaken. No act of defiance will weaken our resolve or shake our determination.

| boggle build (confidence) cool (an emotion) crystallize (opinion) darken dim (memory) fray harden (attitudes) heighten (a feeling) jangle lift lighten melt sharpen stiffen stir (memory) strengthen weaken |
| build up (confidence) wear out (a welcome) |

1.16 The `detach' group

In the pattern V, these verbs are concerned with someone or something moving, but not under their own control. In the pattern V n, they are concerned with someone or something moving someone or something, or putting someone or something somewhere. We include here accrue and accumulate, where the movement is sometimes metaphorical.

Many of these verbs also have patterns with adverbs or prepositional phrases (see meaning group 2.8 below), and for most of them those patterns are more frequent.

Her six-monthly statements would have revealed how little interest was accruing. It has promised that the bank's customers will not lose their money, which will continue to accrue interest.

A cable connects the seat to the aircraft. When this is pulled tight, it detaches and ignites the rocket pack below the seat. One night we unscrew every screw and unplug every plug and detach every wire and then that night we put in new systems.

Dark, dusty alleys separated the buildings, and lines of brightly colored clothes flapped like flags on clotheslines stretched across the rooftops. Icy wind flapped his overcoat and he turned his back to escape its knife-like pain on his face.

The first stone fitted exactly over the other stone, and then they would both revolve. Karlov picked up a round ruler like a baton and revolved it slowly between his long fingers.

In the case of recline, the pattern V is used to indicate that something such as a chair has a particular quality which can be made use of rather than to indicate an actual occurrence.

Air France first-class seats recline almost like beds. 487 Charles had reclined his seat and was lying back smoking.
1.17 The `reverse' group

In the pattern \textit{V}, these verbs are concerned with a vehicle moving. In the pattern \textit{V n}, they are concerned with someone driving or operating a vehicle. We include here \textit{capsize}, \textit{refuel}, and \textit{sink}.

The authorities in Japan said the ship would not be allowed to \textit{dock}. Carpenter \textit{docked his ship} and turned over his command.

The van came to a halt, \textit{reversed}, halted again. A gunman opened fire as PC Whitehouse \textit{reversed the car} in a desperate attempt to escape.

Then my engine \textit{stalled}, and had to be restarted. She \textit{stalled the engine}, and restarted it.

In the case of \textit{capsize}, \textit{halt}, and \textit{sink}, the Subject in the pattern \textit{V n} may be inanimate.

- Two anglers died when a wave \textbf{capsized} their \textit{17ft boat} off Cresswell, Northumberland.

Most of these verbs have another \textit{V} pattern in which the Subject indicates the person driving or operating the vehicle.

- \textit{When she got out, the driver \textit{reversed}, crushing her against the patrol car.}

1.18 The `spurt out' group

These verbs are concerned with liquids, gases, or flames coming out of a container. In the pattern \textit{V}, the Subject indicates the liquid, gas, or flame. In the pattern \textit{V n}, the Subject indicates the container.

Bake the lemon in the oven at a moderate heat until it begins to crack open and the juice starts to \textit{exude}. The dandelion is composed of a tapering root and green serrated leaves, both of which \textit{exude a milky juice} when cut.

The point of the blade slipped further in and a few drops of blood \textit{spurted out}. So now when the washing machine \textit{spurts out water} at least we can mop it up.

1.19 The `clench' and `relax' group
These verbs are concerned with movements of part of the body, or changes in behaviour. In the pattern \( V \), the Subject indicates the part of the body or aspect of behaviour. In the pattern \( V \, n \), the Subject indicates the person whose body or behaviour is involved.

He got suddenly angry. His fists **clenched**. She **clenched her fists**. She stared at him fiercely. Your ears **prick up** when you hear discouraging or nasty remarks. The dog **pricked up its ears**, wagged its tail, and scrambled into the back of the truck.
The tensed muscles of the animal slowly **relaxed**. These tapes will help you to **relax each muscle in your body**.
Her speech **was slurring**. She was tired and said she was dying. I **was slurring my words** a bit.
Jill's voice **softened**, and her eyes were normal again. She was unable to **soften her voice**.
In the case of **loosen up, tense up**, and **twitch**, in the patterns \( V \) and \( V \, P \), the Subject may indicate a part of the body or a person.
His face **tensed up** a bit once more. Baxter **tensed up**.

1.20 The 'assemble' and 'disband' group

These verbs are concerned with a group of people moving or doing something together. This includes:

- forming a group e.g. assemble, organize
- splitting a group up e.g. demobilize, disband
- going somewhere as a group e.g. pull out, relocate
- behaving in a particular way as a group e.g. bunch up, rotate

In the pattern \( V \), the Subject indicates the group of people. In the pattern \( V \, n \), the Subject indicates someone who organizes the group or something that motivates the group to do something.

Monks **should assemble** at the full and new moons for a form of private mutual confession. While in his twenties he **had bought a boat**, **assembled a crew**, and sailed round the world.
On November 17th the group voted quietly to **disband**. At the end of 1780 Washington **had to disband part of his army** for lack of clothing.
We're **going to unite** and we're going to win the next general election. Opposition to the government **unites soldiers and civilians**.

489 In the case of **rotate**, the Subject of the pattern \( V \) and the Object of the pattern \( V \, n \) is sometimes inanimate.
If there is a leader **will** the leadership **rotate** among the members? The new party rules **rotate the leadership**.
1.21 The ‘overwork' group

These verbs are concerned with a person or animal going somewhere or doing something, under their own control. In the pattern V, the Subject indicates the person or animal who moves or does something. In the pattern V n, the Subject indicates the person or group of people who:

- makes the person or animal move or do something
- encourages the person or animal to move or do something
- provides conditions that allow the person or animal to move or do something

A jolly baby may feed eagerly, but after the first three or four months may keep breaking off to have a little ‘chat' or a giggle with you. The simplest thing to do is to feed your baby. I push myself too hard. I overwork a lot. He blamed his heart attack on his employer for overworking him.

If only I had taken better care of him, if only I had insisted he slow down, or eat more sensibly. Meanwhile, Maria refused to let pregnancy slow her down.

As the distribution started the crowd stampeded and many were crushed or trampled underfoot. The next moment Joe yelled, 'They're stampeding the herd!'

1.22 The ‘leak' group

These verbs are concerned with something moving metaphorically. In the pattern V, the Subject indicates the thing that 'moves'. In the pattern V n, the Subject indicates someone or something that makes the thing 'move'.

NBC Radio was afraid that the news would leak. It would help calm the furious row if details of the trip were leaked.

Perhaps, after ten years in office, it is inevitable that problems pile up. We sometimes waste our energy piling up and dwelling on years of worries.

1.23 The ‘start' and 'stop' group

In the pattern V, these verbs are concerned with an activity starting or stopping. In the pattern V n, they are concerned with someone or something starting or stopping an activity.
At one stage during the day there was every chance that the meeting might break up without any resolution being passed at all. The meeting was broken up and was called again at six o'clock this morning.
The blaze started in the kitchens of the thirty-six floor hotel. The following year she started a blaze at her husband's parents' home.
For now, the fighting has stopped, but the guns haven't. We're doing what must be done if we're going to stop the fighting.

1.24 The 'develop' group

In the pattern V, these verbs are concerned with something coming into existence or becoming noticeable. In the pattern V n, they are concerned with someone or something making something come into existence, making it noticeable, or noticing it.

In the pattern V n, the Subject may indicate:

- someone who brings something into being, as in The children formed a circle
- someone or something that is the unconscious source or cause of something, as in She manifests self-confidence
- someone who is affected by what is brought into being, as in He developed measles

Concepts develop in parallel and even the greatest thinkers see their initial thoughts developed by others. He has developed the concept of a teaching programme for unborn children.
Fear about my blindness didn't register, as I was in such a state with the pain. She had quickly registered the difference between Archie's run-down residence and the opulent garage, but said nothing.
A pair of pliers turned up in the pocket of a borrowed jacket. He turned up a frightening arsenal of licensed and unlicensed guns.

1.25 The 'awaken' group

In the pattern V, these verbs are concerned with someone waking up. In the pattern V n, they are concerned with someone or something making someone wake up.

The tea dishes must be done before the old woman awakened. The sound of the door opening awakened her.
One woman fans her with a magazine, another gets some water, and she finally revives. Alan tried to give Natalie the kiss of life but failed to revive her.
We **have to wake up** early. Imagine **being woken up** by the smell of burning coming from downstairs.

1.26 The 'hoot' group

In the pattern V, these verbs are concerned with something making a noise. In the pattern V n, they are concerned with someone or something doing something that makes a noise, either deliberately or by accident.

The coal dust **crunched** with gritty familiarity under his feet. She ran for her car, **crunching old branches** underfoot and making far too much noise.

Somewhere in the distance a siren **hooted**. As he drove away he **hooted his horn**.

The horses wheeled together again, stirrup irons **jingling** under the riders' black boots as the police regrouped for another charge. If your baby seems fascinated by a mobile, **do you jingle it even more?**

1.27 The 'detonate' and 'play' group

In the pattern V, these verbs are concerned with a machine or device working or a natural process happening. In the pattern V n, they are concerned with someone or something operating the machine or device or providing conditions that allow the natural process to happen.

Two days later nine firebombs went off in shops in Manchester city centre, while four more failed to **detonate**. He threatened to **detonate an explosive device**, and told the pilot to take the plane to Taiwan.

The normal clutch is four white eggs which usually **hatch** after about 14 days. This pair was for many years kept in a cage indoors, where they laid eggs and even **hatched them**, but always failed to rear the young.

A taped message from his mother **plays** in the background. At first Livy **had played the records everyone played those days**.

1.28 Verbs with other meanings

There are a number of other verbs that have this combination of patterns.

Is there any reason he **can't audition**? Casting directors usually **do not audition actors who themselves have mental disabilities** to play such roles.
Each year we draw up a schedule for opening and closing branches and they normally balance out. You need to balance out all the costs before committing yourself to a particular environment.

The winters were long and cold, while roads, electricity, drainage and schools were largely lacking. He suggested that while Lithuania was theoretically self-sufficient in food, in two weeks time it could lack the means to bring that food to the shops.

The vet rang to say that the puppy's condition had miraculously improved, that he just might pull through after all. We all hoped that proper treatment would pull him through.

Pattern combination 2: V prep/adv; V n prep/adv

In the pattern V prep/adv, the verb is followed by a prepositional phrase or an adverb group. In the pattern V n prep/adv, the verb is followed by a noun group and a prepositional phrase or adverb group. This pattern combination is symmetrical.

This combination of patterns has four combinations of structures, depending on whether there is a prepositional phrase or an adverb group in the pattern, and on what the preposition is:

- Structure combination (i): Verb with prepositional Complement; Verb with Object and prepositional Object Complement
  The prince changed into a frog. The magician changed the prince into a frog.

- Structure combination (ii): Verb with prepositional Object; Verb with Object and prepositional Object
  Beauty equates with goodness. He equated beauty with goodness.

- Structure combination (iii): Verb with prepositional Object; Verb with Object and Adjunct
  She converted to Christianity. He converted them to Christianity.

- Structure combination (iv): Verb with Adjunct; Verb with Object and Adjunct
  The coach halted in front of the ballroom. The footman halted the coach in front of the ballroom.

Structure combination (i): Verb with prepositional Complement; Verb with Object and prepositional Object Complement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>These fashions</td>
<td>parade</td>
<td>as modern movements in art.</td>
</tr>
<tr>
<td>The stick</td>
<td>snapped</td>
<td>in half.</td>
</tr>
<tr>
<td>You</td>
<td>'ll turn</td>
<td>into everyone's dogsbody.</td>
</tr>
</tbody>
</table>
### Structure combination (ii): Verb with prepositional Object; Verb with Object and prepositional Object

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>prep. Object Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>paraded</td>
<td>them</td>
<td>as stars.</td>
</tr>
<tr>
<td>Fierce storms</td>
<td>snapped</td>
<td>the tanker</td>
<td>into two parts.</td>
</tr>
<tr>
<td>Parents</td>
<td>can't turn</td>
<td>their house</td>
<td>into a fortress.</td>
</tr>
</tbody>
</table>

### Structure combination (iii): Verb with prepositional Object; Verb with Object and Adjunct

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charity</td>
<td>would equate</td>
<td>with interference.</td>
<td></td>
</tr>
<tr>
<td>This policy</td>
<td>didn't square</td>
<td>with an accident.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>equated</td>
<td>disease</td>
<td>with vice and sin.</td>
</tr>
<tr>
<td>He</td>
<td>couldn't square</td>
<td>his dreams</td>
<td>with reality.</td>
</tr>
<tr>
<td>A high priority</td>
<td>attaches</td>
<td>to science and technology.</td>
<td></td>
</tr>
<tr>
<td>The country</td>
<td>plunged</td>
<td>into civil war.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>qualify</td>
<td>for extra aid.</td>
<td></td>
</tr>
</tbody>
</table>

V n prep
You can attach blame to people.
This plunged the country into turmoil.
This qualifies them for aid.

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Structure combination (iv): Verb with Adjunct; Verb with Object and Adjunct

V prep/adv

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>A larger ship</td>
<td>anchored</td>
<td>offshore.</td>
</tr>
<tr>
<td>His gun</td>
<td>still dangled</td>
<td>from his hand.</td>
</tr>
<tr>
<td>The display</td>
<td>ends</td>
<td>with a flyby of military aircraft.</td>
</tr>
<tr>
<td>You</td>
<td>enrol</td>
<td>on a full-time course.</td>
</tr>
<tr>
<td>We</td>
<td>marched</td>
<td>across the surface of the moon.</td>
</tr>
</tbody>
</table>

V n prep/adv

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>anchored</td>
<td>the boat</td>
<td>in six feet of water.</td>
</tr>
<tr>
<td>She</td>
<td>dangles</td>
<td>the cigarette</td>
<td>from her lips.</td>
</tr>
<tr>
<td>Thomas</td>
<td>ended</td>
<td>his remarks</td>
<td>with this statement.</td>
</tr>
<tr>
<td>He</td>
<td>enrolled</td>
<td>his daughter</td>
<td>in a public school.</td>
</tr>
<tr>
<td>She</td>
<td>marched</td>
<td>the girls</td>
<td>back to school.</td>
</tr>
</tbody>
</table>

Verbs with this combination of patterns belong to the following meaning groups:

<table>
<thead>
<tr>
<th>Meaning Group</th>
<th>Meaning Group</th>
<th>Meaning Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 THE 'CHANGE' GROUP</td>
<td>2.6 THE 'ACCLIMATIZE' GROUP</td>
<td>2.11 THE 'GALLOP' GROUP</td>
</tr>
<tr>
<td>2.2 THE 'DIVIDE' GROUP</td>
<td>2.7 THE 'CENTRE' GROUP</td>
<td>2.12 THE 'THUMP' GROUP</td>
</tr>
<tr>
<td>2.3 THE 'COUNT' GROUP</td>
<td>2.8 THE 'DETACH' GROUP</td>
<td>2.13 THE 'DRAIN' GROUP</td>
</tr>
<tr>
<td>2.4 THE 'EQUATE' GROUP</td>
<td>2.9 THE 'SAIL' GROUP</td>
<td>2.14 THE 'BEGIN' AND 'END' GROUP</td>
</tr>
<tr>
<td>2.5 THE 'AWAKEN' GROUP</td>
<td>2.10 THE 'DROP' GROUP</td>
<td>2.15 VERBS WITH OTHER MEANINGS</td>
</tr>
</tbody>
</table>

2.1 The 'change' group

These verbs are concerned with change. In the pattern V prep, the Subject indicates the person or thing that changes. In the pattern V n prep, the Subject indicates the person or thing that causes the change. The prepositional phrase indicates the result of the change. The verb change also has the patterns V and V n (see meaning group 1.1 above).
The prepositions most frequently used with the verbs in this group are into and to. With these prepositions, the verbs in this meaning group belong to Structure combination (i). Otherwise, they belong to Structure combination (iii) or (iv).

In the event, the scandal blew up into a major political furore. No good purpose would be served if the unfortunate death of Miss Oates was blown up into front-page news for the Tory gutter press.

His skin dried up like leather and his face changed into a grinning skull. We’ve got to change this world into a world of love.

If broken, toughened glass forms into safe pellet-like pieces rather than lethal shards. O’Brien formed the men into a ragged line.

This Dracula can metamorphose into rats or a wolf as well as a bat. She jolts upright, metamorphoses her face into a macabre parody of her mother and suddenly fills the hushed room with a terrible blood-curdling cry.

After 30 minutes the powder will swell to its maximum capacity, forming a transparent gel.

change convert evolve form metamorphose mutate swell transmute turn

2.2 The `divide' group

In the pattern V prep, these verbs are concerned with something breaking or dividing. In the pattern V n prep, they are concerned with someone or something making something break or divide. When the verbs in this group are used with into, they belong to Structure combination (i). When they are used with other prepositions, they belong to Structure combination (iii).

If you have lots of children in the car, you might want to divide into two or three groups and sing simple songs. Patients are divided into groups, each group with a primary counselor. It was decided to separate into two groups. The police wanted to separate them into smaller groups, but they insisted on staying together.

I was just explaining that the ornament was of no great value when I dropped it. It shattered into tiny pieces. Kelly turned her head to see the truck plow through the phone booth, shattering it into a thousand pieces.

divide fragment polarize resolve separate shatter snap split tear

2.3 The `count' group

These verbs are concerned with one thing being thought of or presented as another thing. In the pattern V prep, the Subject indicates one of the two things; the other thing is indicated by the prepositional phrase. In the pattern V n prep, the Subject in most cases indicates the person or group of people who thinks of one thing as being another, or who presents one thing
as another. The preposition most frequently used with the verbs in this group is as, but boil down is used with to. This group belongs to Structure combination (i).

A few words scrawled on a piece of paper, or a simple gesture, could count as art. I count him as my best friend.

In the case of qualify, the Subject in the pattern V n prep is something that makes people think the comparison is valid. Jeff Campbell sat through the program and was won over, but still doesn't qualify as a strong supporter. His loyalty and good works helped qualify him as a candidate for sainthood in the Catholic Church.

In the case of translate, the pattern V as n is used to indicate that a particular translation is possible, not that it was actually used on a particular occasion. The Arc valley is better known as the Maurienne, a name combining the patois words of `mau' and `riau' which translate as `wicked river'. The Celtic word `geis' is usually translated as `taboo', but actually carried connotations not borne by that word.

count parade qualify rank translate
boil down

2.4 The `equate' group

These verbs are concerned with two things being thought of or presented as similar or compatible, or with something being compared with a group of things. In the pattern V prep, the Subject indicates one of the two things; the other thing is indicated by the prepositional phrase. In the pattern V n prep, the Subject indicates the person or group of people who thinks of the two things as being comparable, or who presents the two things as comparable. The preposition most frequently used with the verbs in this group is with. This group belongs to Structure combination (ii).

In relation to several important criteria, hostel accommodation fails to equate with the housing preferences of lone migrant workers. Many people equate conflict with war and seek peace by designing the `perfect' society.

equate square match up tie in

2.5 The `awaken' group

In the pattern V prep, these verbs are concerned with someone coming to feel or think something. In the pattern V n prep, they are concerned with someone or something making someone feel or think something. The prepositions most frequently used with the verbs in this group are to and towards. This group belongs to Structure combination (iii).

Today many more people are awakening to deeper issues and taking responsibility. His 1979 film, `Cambodia: The Year Zero', did much to awaken the world to the horrors of the four previous years of rule by the Khmer Rouge.
Corti was unable to decide whether Bugno's troubles lay in his head or his legs, but was inclining towards the latter. It becomes important to identify the other factors which incline us towards the particular beliefs we hold.

awaken convert incline tilt
wake up

2.6 The `acclimatize' group

In the pattern V prep, these verbs are concerned with somebody becoming involved in or used to a place, society, or activity. In the pattern V n prep, they are concerned with someone or something making somebody do this or creating the conditions where they are able to do this. This group belongs to Structure combination (iii).

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The troops and tanks have had time to acclimatise to the desert, and are ready for action. The mountaineers advanced from camp to camp to acclimatise themselves to the thinning oxygen at higher altitudes.

Don't rush into this decision unless you are in desperate need of money. Wright is resisting the temptation to rush her straight into the other big roles of the repertoire.

acclimatize (to) hook (into) integrate (into/with) plunge (into) qualify (for) rush (into) train (for)

2.7 The `centre' group

In the pattern V prep, these verbs are concerned with something focusing on a particular thing. In the pattern V n prep, they are concerned with someone or something making something focus on a particular thing. This group belongs to Structure combination (iii).

Discussion is expected to centre on expanding the role of the United Nations. Ortega centred his farewell speech on a call for all Nicaraguans to work for the disarmament of the Contras.

Inevitably attention will focus on the appearances by Oscar Peterson. The case focused much international attention on Brazil.

attach (to) centre (on/around) fasten (on) fix (on) focus (on) shift switch (to)

2.8 The `detach' group

In the pattern V prep/adv, these verbs are concerned with someone or something moving somewhere, but not under their own control. In the pattern V n prep/adv, they are concerned with someone or something moving someone or something, or putting someone or something somewhere. We include here catch, which indicates that something becomes entangled in something. This group belongs to Structure combination (iv), except for dig, hook, pass, sink, strike, and transfer, which belong to Structure combination (iii).

Many of these verbs also have the patterns V and V n (see meaning group 1.16 above). Some verbs with similar meanings are found in Pattern combination 7 below.
Dead and dying cells had detached from the flask and drifted into the fluid. Pick apples and pears when they can be detached easily from the branches. The wind funneled down power lines, blew out windows and damaged several roofs. The towers are topped by wind catchers that funnel air into them. Tree limbs which rub together can cause weakness through deformation. Nancy rubbed her palms together and got ready to push again. It developed into a huge game with water splashing everywhere. Leaning over the fountain, Joanna splashed water upon her face.

In the case of clip, the pattern V prep/adv is usually used to indicate that something has a particular quality, that is, it can be clipped somewhere, rather than that something actually happens.

- **When not in use, the blade is protected by a sheath which clips on to the handle of the knife.**

Most of the verbs in this group also have the patterns V adv prep, V prep prep, V n adv prep, and V n prep prep.

A friend and I bussed from New York City to New Jersey without any certainty we'd be able to see our friend. Many supporters are bussed in from across the country.

The verbs spatter, splash, splatter, and spray also have a pattern V n, with the substance that moves as Subject.

- **Rain was spattering the windscreen.**

2.9 The `sail' group

These verbs are concerned with vehicles moving. In the pattern V prep/adv, the Subject indicates the vehicle. In the pattern V n prep/adv, the Subject indicates the driver of the vehicle or someone or something that makes the driver move the vehicle somewhere. This group belongs to Structure combination (iv). Some of the verbs in this group also have the patterns V and V n (see meaning group 1.17 above).

The plane finally glided down and taxied towards the terminal. The pilot taxied the plane to the end of the runway. Most of these verbs have another V prep/adv pattern in which the Subject indicates a person...
driving or travelling in the vehicle.
On day three we **sailed to Poole**.
In the case of **navigate**, the pattern **V n prep/adv** sometimes has the vehicle as Subject and a place as Object.

- **There was a time when small boats** could **navigate the creek all the way to the point where Newell Road crosses.**

anchor back beach crash (into) ditch dock halt land navigate nose reverse sail slew swerve swing tack taxi

Most of the verbs in this group also have the patterns **V adv prep**, **V prep prep**, **V n adv prep**, and **V n prep prep**.

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Nothing prepared us for the sight of Santorini as we **sailed into the bay from Crete**. The boatman **nosed his launch up against what appeared to be a thick wall of jungle foliage.**

2.10 The 'drop' group

These verbs are concerned with part of someone's body moving. In the pattern **V prep/adv**, the Subject indicates the part of the body that moves. In the pattern **V n prep/adv**, the Subject indicates either the person who moves, or someone or something that causes that movement. This group belongs to Structure combination (iv).

Freddy's eyes roll up in their sockets and his head **drops into his chest**. McGregor slumped, **dropping his open palms onto his legs.**
When he's into a song, Jones' jaw **juts forth**. Father **jutted his jaw toward the people sitting across the aisle**, and I gave a silent nod.

ball curl drop drop jut lash poke sweep tighten twist

2.11 The 'gallop' group

These verbs are concerned with a person, group of people, or animal going somewhere or doing something, under their own control. In the pattern **V prep/adv**, the Subject indicates the person, group, or animal who moves or does something. In the pattern **V n prep/adv**, the Subject indicates the person or group of people who:

- makes the person, group, or animal move or do something  
- encourages the person, group, or animal to move or do something  
- provides conditions that allow the person, group, or animal to move or do something.

Most of these verbs are used with a variety of prepositions and adverbs. If one or two prepositions or adverbs only are used with a particular verb, this is indicated in the list below. This group belongs to Structure combination (iv).
A riderless horse *galloped in panicked circles*, adding immeasurably to the confusion. Staff officers *galloped fine horses down the road's wide verges.* He *parachuted to safety.* He *was parachuted in.*

The verbs *canter, gallop, trot, and walk,* which, in the pattern *V n prep/adv,* indicate that someone rides a horse at a particular speed, also have a pattern *V prep/adv* with the rider as Subject.

- **The Duke** *galloped along the right of his line.*

<table>
<thead>
<tr>
<th>canter</th>
<th>crowd (into)</th>
<th>gallop</th>
<th>gather group (together)</th>
<th>march</th>
<th>parachute</th>
<th>pull (out of)</th>
<th>settle</th>
<th>transfer (from/to)</th>
<th>trot</th>
<th>unite</th>
<th>walk</th>
</tr>
</thead>
</table>

2.12 The `thump' group

These verbs are concerned with someone or something making a noise while moving. In the pattern *V prep/adv,* the Subject indicates the person or thing that moves and makes the noise. In the pattern *V n prep/adv,* the Subject indicates the person or thing that moves someone or something somewhere. These verbs are used with a variety of prepositions and adverbs. This group belongs to Structure combination (iv).

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A couple of cars *swished by,* spray hissing up from their tyres. They then swamped the dunes on horseback in an attempt to scare people away, *swishing their whips through the grass* as they went.

She carried her drink out to the kitchen, her heavy shoes *thumping on the polished floor.* She made a fist and *thumped it on the counter* as hard as she could.

2.13 The `drain' group

These verbs are concerned with metaphorical movement. In the pattern *V prep/adv,* the Subject indicates the thing that `moves'. In the pattern *V n prep/adv,* the Subject indicates the person or thing that makes it `move'. Most of these verbs are used with a variety of prepositions and adverbs. If one or two prepositions or adverbs only are used with a particular verb, this is indicated in the list below. This group belongs to Structure combination (iv), except for *get across,* which belongs to Structure combination (iii).

Memory *drained out of him* in the heat. Relief *drained the strength from his muscles* as Charley Lunn's head appeared round the half-open kitchen door.

Then a memory *stirs in you* and you start feeling anxious. This might *stir many emotions in me,* but I am afraid that understanding is not one of them.
2.14 The 'begin' and 'end' group

These verbs are concerned with activities or periods of time beginning or ending in a particular way. In the pattern \textit{V prep/adv}, the Subject indicates the activity or period of time. In the pattern \textit{V n prep/adv}, the Subject indicates the person or thing whose behaviour is indicated in the prepositional phrase or adverb group. The verbs in this group are most frequently used with prepositional phrases beginning with \textit{with}, \textit{in}, and \textit{on}, and with prepositional phrases consisting of \textit{by} and an 'ing' clause. This group belongs to Structure combination (iv).

Sunday will begin with a full breakfast, followed by a beauty presentation from Rene Guinot. Clinton began his week in California, a state crucial to his electoral success in November.

A meeting between Turkey, Iraq and Syria to discuss the sharing of waters from the river Euphrates has ended in disagreement. Environment ministers from Eastern and Western Europe have ended a one-day meeting in Dublin with agreement that protection of the environment is one of the most urgent political priorities on the agenda.

2.15 Verbs with other meanings

There are a number of other verbs which have this combination of patterns. Of these verbs, \textit{train} belongs to Structure combination (i), \textit{turn} belongs to Structure combination (ii), \textit{connect}, \textit{fill}, \textit{pull}, \textit{open up}, and \textit{translate} belong to Structure combination (iii), and the other verbs belong to Structure combination (iv).

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The phrase 'proceeding gingerly' has nothing to do with the spice but \textit{derives from the old French word 'gensour', meaning 'daintily' or 'with refinement'}. Etak, which \textit{derives its name from the Polynesian word for navigation}, was founded by Stan Honey.

The screen fills with grainy black and white newsreel footage. On a nice day, \textit{fill a bucket with soapy water} outside and let your child scrub down toys, outdoor furniture, or just the patio.

Britain's ethnic communities have suffered injustices and degradations which \textit{would meet with outrage} if they occurred elsewhere. All new ideas \textit{are met with hesitancy}, most will have teething troubles.

Tables have been constructed so that each life event can be rated as to how disturbing it would usually be to a person. Losses by death or divorce, or gains by marriage or birth always \textit{rate highly}. I was told he \textit{rated me highly}, which is a real compliment.

The roots of this plant can substitute for potatoes. In no case \textit{should} you substitute alcohol for other foods.

His parents wanted him to \textit{train as a doctor}. They \textit{train the young women as seamstresses}. If fine words \textit{were to translate into deeds}, a massive campaign of Biblical re-education now had to be mounted among the white population. If this mood \textit{is translated into votes}, the Democrats must strengthen their grip on Congress.
Pattern combination 3: V adj; V n adj

In the pattern V adj, the verb is followed by an adjective group. In the pattern V n adj, the verb is followed by a noun group and an adjective group. This pattern combination is symmetrical.

This combination of patterns has one structure combination:

- Verb with Complement; Verb with Object and Object Complement
  
  *The door slammed shut. She slammed the door shut.*

V adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The twigs</td>
<td>jerked</td>
<td>free.</td>
</tr>
<tr>
<td>The door</td>
<td>slammed</td>
<td>shut.</td>
</tr>
<tr>
<td>The lock</td>
<td>snapped</td>
<td>shut.</td>
</tr>
</tbody>
</table>

502

V n adj

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy</td>
<td>jerked</td>
<td>himself</td>
<td>free of Andrew's grasp.</td>
</tr>
<tr>
<td>She</td>
<td>slammed</td>
<td>the door</td>
<td>shut.</td>
</tr>
<tr>
<td>The Major</td>
<td>snapped</td>
<td>his box</td>
<td>shut.</td>
</tr>
</tbody>
</table>

Verbs with this combination of patterns belong to the following meaning groups:

<table>
<thead>
<tr>
<th>THE `SLAM SHUT' GROUP</th>
<th>THE `WORK FREE' GROUP</th>
<th>VERBS WITH OTHER MEANINGS</th>
</tr>
</thead>
</table>

3.1 The `slam shut' group

In the pattern V adj, these verbs are concerned with something opening or closing, usually noisily or violently. In the pattern V n adj, they are concerned with someone or something opening or closing something, usually noisily or violently. The adjectives most frequently used with the verbs in this group are open and shut.
Passengers complained when automatic doors on a new train jammed open. They just jammed the door open with a brick.

He peered warily up the staircase just as the door upstairs opened, then slammed shut. He managed to drag her back inside the vehicle and slammed the door shut. Her eyes squeezed shut and tears appeared under the lashes. Hart squeezed his eyes tight shut, but the tears fell anyway.

bang (shut) blow jam slam (shut) slide snap spring squeeze (shut) swing tear (open)

3.2 The `work free' group

In the pattern V adj, these verbs are concerned with someone or something becoming detached from something. In the pattern V n adj, they are concerned with someone pulling or shaking someone or something so that they become detached. The adjectives most frequently used with the verbs in this group are free and loose.

He shook his head back and forth, and tried to pull free. She struggled to pull herself loose. The chair may topple backwards when sat upon and the armrests can work loose. He pulled his key ring from his pocket and worked one key free of it.

jerk pull shake work wrench

3.3 Verbs with other meanings

There are three other verbs which have this combination of patterns. The adjective most frequently used in each case is indicated in the list below.

Ticket and subscription sales have held steady and fund-raising is even up slightly. They had achieved their aim of holding numbers steady.
The woman's eyes opened wide. She opened her eyes very wide.

503 freeze (solid/hard) hold (steady) open (wide)

Pattern combination 4: V as adj; V n as adj

In the pattern V as adj, the verb is followed by a prepositional phrase which consists of as and an adjective group. In the pattern V n as adj, the verb is followed by a noun group and a prepositional phrase which consists of as and an adjective group. This pattern combination is symmetrical.

This combination of patterns has one combination of structures:

- Verb with prepositional Complement; Verb with Object and prepositional Object Complement

He qualified as unemployed. This qualified him as unemployed.

V as adj
Many women count as unemployed.

His joy qualifies as genuine.

I count myself as old-fashioned.

This qualified him as young in spirit.

The events of 16th January must rank as equivalent to a coronation. The respondents also ranked their local competition as weak, moderate, or strong.

count qualify rank

Pattern combination 5: V to-inf; V n to-inf

In the pattern V to-inf, the verb is followed by a to-infinitive clause. In the pattern V n to-inf, the verb is followed by a noun group and a to-infinitive clause. This pattern combination is symmetrical.

This combination of patterns has two combinations of structures:

- Structure combination (i): Verbs in phase; Verb with two Objects
  *I incline to think he is wrong. This inclined me to think he was wrong.*
- Structure combination (ii): Verb with Adjunct; Verb with two Objects
  *She qualified to teach children. Her course qualified her to teach children.*

504 Only one verb, incline, has Structure combination (i). The other verbs have Structure combination (ii).

It is true that conservationists incline to adopt a people-centred language. Their political ideas incline them to romanticise the idea of working-class solidarity.

The policewomen only qualify to carry arms on duty when they reach a high standard. Clive has had an hour's lesson on a dry slope, which qualifies him to advise the rest of us by shouting 'snowplough!' at the top of his voice all the time.
Pattern combination 6: V ord prep; V n ord prep

In the pattern V ord prep, the verb is followed by an ordinal number and a prepositional phrase. In the pattern V n ord prep, the verb is followed by a noun group, an ordinal number, and a prepositional phrase. In both patterns, the prepositional phrase usually begins with among, in, or out of. This pattern combination is symmetrical.

There is only one verb with this combination of patterns. The pattern V ord prep has the structure Verb with two Adjuncts; the pattern V n ord prep has the structure Verb with Object and two Adjuncts.

The second-best British player, Michael Adams, already ranks 20th in the world. The junior team is ranked third in the world.

Pattern combination 7: V prep/adv; V n; V n prep/adv

In the pattern V prep/adv, the verb is followed by a prepositional phrase or adverb group. In the pattern V n, the verb is followed by a noun group. In the pattern V n prep/adv, the verb is followed by a noun group and a prepositional phrase or adverb group.

This combination is asymmetrical because in the structure without an Object the verb must be followed by a prepositional phrase or adverb group, whereas in the structure with an Object the verb may be followed by a noun group alone.

This combination of patterns has one combination of structures:

- Verb with Adjunct; Verb with Object; Verb with Object and Adjunct
  *The boat rocked up and down. Huge waves rocked the boat. The waves rocked the boat up and down.*

For structure tables, see Pattern combinations 1 and 2.

Verbs with this combination of patterns are concerned with something moving, or someone or something making something move.

A court at Peking has sentenced a hijacker to eight years in prison for forcing a plane to divert to Japan last December. NASA have offered to divert the Space Shuttle Columbia on its next mission to help. Planners fight gridlock by simplifying traffic patterns as well as by trying to divert cars away from the problem area.

The light reflected off the ochre stone, creating a golden glow he found entrancing. The curved surface of the mirror reflects the sun's rays so they form a spot of light one centimetre
The dish reflects radio waves to an antenna suspended at its focus 150 metres above.

In the case of *spout*, the Subject in the patterns **V n** and **V n prep/adv** is a container holding a liquid or gas.

An underground labyrinth of corridors leads to a pool where water *spouts from the mouths of carved lions*. He replaced the Rayburn when the last one began to *spout flames*. Ickes jotted down the license plate numbers of cars *spouting black smoke from their exhaust pipes*.

In the case of *angle*, the pattern **V prep/adv** indicates the configuration of something, rather than a movement.

The path angled downhill and northward. Charles reached out for the driving mirror and angled it so that he could see back along the track we'd driven. The lock is the smallest on the river but, by angling the boat across the width, we just scraped through.

Pattern combination 8: **V prep/adv; V n**

In the pattern **V prep/adv**, the verb is followed by a prepositional phrase or adverb group. In the pattern **V n**, the verb is followed by a noun group.

This combination is asymmetrical because in the structure without an Object the verb does not occur alone.

This combination of patterns has three combinations of structures:

- Structure combination (i): Verb with prepositional Complement; Verb with Object
  
  *The glass splintered into pieces. The blow splintered the glass.*

- Structure combination (ii): Verb with prepositional Object; Verb with Object
  
  *His heart hardened against her. The years hardened my heart.*

- Structure combination (iii): Verb with Adjunct; Verb with Object
  
  *Water gushed out of the hole. The hole gushed water.*

For structure tables, see Pattern combinations 1 and 2.

Verbs with this combination of patterns belong to the following meaning groups:

<table>
<thead>
<tr>
<th>8.1 THE 'SMASH' GROUP</th>
<th>8.3 THE 'BENEFIT' GROUP</th>
<th>8.5 THE 'BELCH' GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2 THE 'OBSESS' GROUP</td>
<td>8.4 THE 'TOPPLE' GROUP</td>
<td>8.6 THE 'DIFFUSE' GROUP</td>
</tr>
</tbody>
</table>

8.1 The `smash' group

These verbs are concerned with damage. In the pattern **V prep/adv**, the Subject indicates the
person or thing that is damaged. In the pattern \( V \ n \), the Subject indicates the person or thing that causes the damage. This group belongs to Structure combination (i).

When you fire at a clay pigeon and it **smashes into lots of little pieces**, it's a real thrill. The bottle **smashed the window**, but did not go into the house.

8.2 The `obsess' group

These verbs are concerned with someone feeling an emotion about something. In the pattern \( V \ prep/adv \), the Subject indicates the person who feels the emotion. In the pattern \( V \ n \), the Subject indicates the cause or topic of the emotion. This group belongs to Structure combination (ii), except for **thrill**, which belongs to Structure combination (iii).

If you **obsess about small things**, it keeps you from **obsessing about the really big things**. As Rebecca's death grew closer, the lack of a child started to **obsess him**.

Coleridge has written a book for those who **thrill to the scene in Citizen Kane where Charles declares ‘I think it would be fun to run a newspaper'**. It was a sight that never failed to **thrill her**.

---

**bother (about)**  **harden (against)**  **obsess (about/over)**  **thrill (at/to)**

8.3 The `benefit' group

These verbs are concerned with something being an advantage to someone. In the pattern \( V \ prep/adv \), the Subject indicates the person who gains the advantage. In the pattern \( V \ n \), the Subject indicates the thing that is advantageous. This group belongs to Structure combination (ii).

It is hoped that hundreds of youngsters **will benefit from the charity**. We need to persuade employers that equal opportunities **can benefit them as well as us**.

---

**benefit (from)**  **profit (from/by)**

8.4 The `topple' group

In the pattern \( V \ prep/adv \), these verbs are concerned with someone or something moving somewhere. In the pattern \( V \ n \), they are concerned with someone or something moving something or someone in a particular direction. This group belongs to Structure combination (iii).

I **toppled onto the floor**. Protestors tried to **topple a bust of Stalin**.

---

**spiral splay topple**

8.5 The `belch' group

These verbs are concerned with liquids, gases, or flames coming out of a container. In the pattern \( V \ prep/adv \), the Subject indicates the liquid, gas, or flame. In the pattern \( V \ n \), the
Subject indicates the container. This group belongs to Structure combination (iii).

Traffic roared by and smoke belched from the steelworks in the background. The old van had slowly become a big polluter, wasting gasoline and belching black smoke.

The man staggered back, blood spurting from his hand. A gash just above the eye was spurting so much blood that he was all but blinded.

These verbs are concerned with something moving metaphorically. In the pattern V prep/adv, the Subject indicates the thing that `moves'. In the pattern V n, the Subject indicates the person or thing that makes the thing `move'. This group belongs to Structure combination (iii).

My advice to anyone about to launch a new technology is to look at how a new innovation diffuses through the populace. The Society's declared object was to collect and diffuse knowledge of the laws which govern the universe.

Even the restive military rallied to Mr Clinton yesterday morning when he chose Fort McNair for his morning jog. In trying to rally voters, they've focused on dissatisfaction with the government.

These verbs are concerned with something starting, coming into existence, or concluding. In the pattern V prep/adv, the Subject indicates the thing that starts or comes into existence. In the pattern V n, the Subject indicates the person who makes something start or conclude, or the source of something. This group belongs to Structure combination (iii).

Whales must have originated from a land mammal which moved around on front and hind legs. Dr Stevenson did not really originate this type of test.

These are a few other verbs which have this combination of patterns. The verbs average out and sign up (as) belong to Structure combination (i). Sign up (for) belongs to Structure combination (ii). The verbs climax and put up belong to Structure combination (iii).

There were reportedly `important differences of view' between head teacher and governors which climax in the head leaving. The victory climax a perfect season for UCLA, which won all 30 of its games.

He decided that he would drive back at once instead of putting up for the night at the hotel.
The company **will put you up** when you're between tours.

**climax**

**average out put up sign up (as/for)**

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**Pattern combination 9: V adv; V n**

In the pattern **V adv**; the verb is followed by an adverb group. In the pattern **V n**, the verb is followed by a noun group.

This combination is asymmetrical because in the structure without an Object the verb must be followed by an adverb.

This combination of patterns has one combination of structures:

- Verb with Adjunct; Verb with Object
  
  *The dress washes easily. She washed the dress.*

For structure tables, see Pattern combinations 1 and 2.

In the pattern **V adv**, the verb often focuses on a quality or feature of the person or thing indicated by the Subject, rather than on something that has actually happened.

Verbs with this combination of patterns belong to the following meaning groups:

<table>
<thead>
<tr>
<th>9.1 THE `CLEAN' GROUP</th>
<th>9.2 THE `SCARE' GROUP</th>
<th>9.3 THE `FISH' GROUP</th>
</tr>
</thead>
</table>

9.1 The `clean' group

In the pattern **V adv**, these verbs indicate that something has a desirable quality, such as being easily cleaned, prepared, or moved. In the pattern **V n**, they indicate that something is affected in some way, such as being cleaned, prepared, or moved.

Most of the pans cleaned easily with hot, soapy water and a soft cloth. These products are a much safer bet than caustic soda, although not as effective in actually cleaning the surface. I've put the vine in a raised bed that drains freely. Tulip trees have masses of roots that lie just below the surface and drain the surrounding soil.

The door was closed but only with a wooden bar which lifted easily. She lifted the lid.

The knitwear sold well. It's a regular market. I mean they sell food there, they sell clothing.

9.2 The `scare' group

In the pattern **V adv**, these verbs indicate that someone feels an emotion often or easily. In the
pattern $V \ n$, they indicate that someone or something makes someone feel an emotion.

This use is productive: any verb which has the pattern $V \ n$ and indicates that someone is made to feel an emotion can be used with the pattern $V \ adv$. However, there are only two verbs for which the pattern $V \ adv$ is frequent.

Although they are a young team, they do not scare easily. 'Things are starting to scare me,' I said.

509 scare/spook

9.3 The `fish' group

In the pattern $V \ adv$, these verbs indicate that a place used for a sport allows the sport to be enjoyable. In the pattern $V \ n$, they indicate that someone takes part in that sport at that place.

The beach is a south-west-facing venue that fishes well when there is a strong breeze blowing directly onto the beach. Chatting to other anglers who fish the water can also be a great help. The cross-country course rode well, although the water jump caused problems. Ryan rode the 13-fence show-jumping course at Barcelona as if he were David Broome.

Pattern combination 10: $V \ adj$; $V \ n$

In the pattern $V \ adj$, the verb is followed by an adjective group. In the pattern $V \ n$, the verb is followed by a noun group. This pattern combination is asymmetrical.

For structure tables, see Pattern combinations 1 and 4.

There is only one verb with this combination of patterns.

These easy-to-clean non-stick racks fold flat for easy storage. Brian rose, picked up his copy of `Jitterbug Perfume', folded the lawn chair.

fold
An ergative verb has the following features: it has two patterns only one of these patterns has a noun group following the verb. The person or thing indicated by that noun group may also be indicated by the Subject of the other pattern. For example, the verb break has two patterns, V and V n. Only one of these patterns, V n, has a noun group following the verb. An example of the pattern V n is John broke the vase. The noun group following the verb, the vase, may also be the Subject of the verb: The vase broke. Combinations of patterns with ergative verbs: Some ergative verbs have symmetrical combinations of patterns. For example, the verb break has a combination of two patterns, V and V n. This combination is symmetrical because the only difference between the two patterns is that one has a noun group following the verb and the other does not. You say The stick broke, and She broke the stick. Some ergative verbs have comb
Chapter 8: Ergative Reciprocal Verbs

There are some verbs which are both ergative and reciprocal. Verbs of this kind have the label V-RECIP-ERG in the Collins Cobuild English Dictionary.

A typical ergative reciprocal verb has the following features:

1. Like an ergative verb, it has both patterns where the verb is not followed directly by a noun group (for example pl-n V and V with n) and patterns where the verb is followed directly by a noun group (for example V pl-n and V n with n). The person or thing indicated by the Subject of the first kind of pattern may also be indicated by the noun group following the verb in the second kind of pattern. For example: The oil mixes with the other ingredients; She mixed the oil with the other ingredients.

2. Like a reciprocal verb, it has a pattern where the verb is used with a plural Subject indicating the participants in an action (for example pl-n V), and one or more patterns where one participant is indicated by the Subject and the other is indicated by the Object, prepositional Object, or Adjunct (for example V with n). For example: The salt water and fresh water mix; The salt water mixes with the fresh water.

Ergative reciprocal verbs all indicate that two or more people, groups, or things join together or are linked in some way, or that someone or something causes two or more people, groups, or things to join together or be linked.

Pattern combinations

An ergative reciprocal verb has one of these three pattern combinations:

- Pattern combination 1: pl-n V; V with n; V pl-n; V n with n
  The liquids will blend to make a rich sauce. The chocolate blends with the coffee. Blend the remaining ingredients. Blend the butter with the sugar.

  *Pattern combination 2: V; pl-n V n; V n with n
  The peace talks will reopen tomorrow. The two groups reopened talks yesterday. They have reopened negotiations with the government.

  *Pattern combination 3: pl-n V; V n; V pl-n; V n to/with n
  The chairs all matched. Her hat matched her coat. Match the two lengths of cloth. We will match the fabric to your existing furnishing.
Pattern combination 1: **pl-n V; V with n; V pl-n; V n with n**

These verbs have four patterns. Two patterns are reciprocal:

- **pl-n V**: The verb is used with a plural Subject.
  
  511
  
  *V with n*: The verb is used with a Subject indicating one participant and is followed by a prepositional phrase indicating the other. In most cases, the prepositional phrase consists of *with* and a noun group; in a few cases, the preposition is *from, to, or against*.

Two patterns are not reciprocal:

- **V pl-n**: The verb is followed by a **plural noun group**.
  
  *V n with n*: The verb is followed by a noun group and a prepositional phrase. In most cases, the prepositional phrase consists of *with* and a noun group; in a few cases, the preposition is *from, to, or against*.

<table>
<thead>
<tr>
<th>V with n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>The values of exports and imports</td>
</tr>
<tr>
<td>Oil and water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V pl-n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>The flash</td>
</tr>
<tr>
<td>The smell of sage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V n with n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Planners</td>
</tr>
<tr>
<td>Mix</td>
</tr>
</tbody>
</table>
Verbs with this combination of patterns belong to the following meaning groups:

| 1.1 THE 'MERGE' GROUP | 1.2 THE 'INTERTwine' GROUP | 1.3 THE 'SEPArATE' GROUP |

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1.1 The `merge' group

In the patterns **pl-n V** and **V with n**, these verbs indicate that two or more things or people join together or touch. In the patterns **V pl-n** and **V n with n**, they are concerned with someone or something joining things or people, or making them touch.

A short distance from where **these two creeks merge**, a duck emerged from the water. It **has since merged with other parties** to form the Janata Dal that is now in power in Delhi. Rob Farbrother, chief of Nexus, says consumers will force companies who issue cards to **merge their systems**, so that most cards will be accepted by everyone. He seemed to want to do something drastic with the paper, but what? Close it down, **merge it with another publication**? The orchestra is to **be merged with the orchestra of Scottish Opera** to create the National Orchestra of Scotland.

The verb **connect** has the patterns **V to n** and **V n to n**, not the patterns **V with n** and **V n with n**.

His project involves compact disc players that **connect to personal computers** and play images as well as music. Tendons are tough fibrous bands of elastic tissue which **connect muscles to the bone which that muscle moves**.

The verb **clink** has the patterns **V against n** and **V n against n**, not the patterns **V with n** and **V n with n**.

The rifle **clinked against a rock** as it swung in front of his chest. She **clinked her glass against his**.

The phrasal verbs **pair off** and **pair up** usually have the passive patterns **pl-n be V-ed P** and **be V-ed P with n**, rather than the active equivalents. All their patterns are shown here.

**We** sort of **paired up** properly in the Lower Fourth because we found we shared a taste for making a nuisance of ourselves. She has no immediate desire to **pair up with someone**, preferring to concentrate on her career as a photographer. **Non-smokers are paired up**. In Greece, a group of male contestants' mothers protested that their sons **had been paired up with unsuitable women**.

amalgamate blend bond clink combine conjoin connect cross-breed entwine fuse hybridize integrate interlock merge mix unify

**pair off pair up**

1.2 The `intertwine' group
In the patterns \textit{pl-n V} and \textit{V with n}, these verbs indicate that two or more things or people have a connection. In the patterns \textit{V pl-n} and \textit{V n with n}, they are concerned with someone or something connecting things or people.

Sautet's flowing, unfussy style brings each of these figures into clear focus as their lives intertwine. As you will see, each of these factors intertwines with the other two. This is appropriate, for advertising and market research are closely intertwined. She had learned many strange and terrible things since some trick of her genes had intertwined her life so utterly with Jonty Thrale’s. The verbs interconnect and interlock usually have the passive pattern \textit{pl-n be V-ed}, rather than the active patterns \textit{V pl-n} and \textit{V n with n}.

- They are ideally suited to organisation-wide work-group computing, where all users are interconnected.

513 Students cannot identify world leaders or the capitals of other countries at a time when the destinies of all nations are interlocked. The verb correlate has the pattern \textit{V to n} as well as the pattern \textit{V with n}. It has the passive patterns \textit{pl-n be V-ed} and \textit{be V-ed with n}, not the active patterns \textit{V pl-n} and \textit{V n with n}.

The performance of a side does not necessarily correlate to the ability of its leader. Also, we were never totally convinced that the two effects were correlated. It has also been shown conclusively that these mind-related changes are correlated with healthful changes in the body.

The verb relate has the patterns \textit{V to n} and \textit{V n to n}, not the patterns \textit{V with n} and \textit{V n with n}.

In any society there will be reasonably clear cultural differences which relate to features of its social structure. Sociologists might relate these films to violence on the street.

1.3 The `separate' group

In the patterns \textit{pl-n V} and \textit{V from n}, these verbs indicate that two or more things or people move apart or stop being connected, physically or metaphorically. In the patterns \textit{V pl-n} and \textit{V n from n}, they are concerned with someone or something moving things or people apart or ending a connection between them.

This mascara is easy to apply. The eyelashes separate nicely; it doesn’t clump or flake. The forward part of the fuselage and cockpit separated from the main body of the aircraft within two to three seconds of the blast. A scuffle developed. The women's teenage girls tried to separate them. Undercooking makes it impossible to separate the meat from the bones; overcooking destroys the texture and flavor.

The verb split up has the patterns \textit{pl-n V P}, \textit{V P with n}, and \textit{V n P}.

When Ellen and her husband split up, she took her three teenaged children and moved back
to her hometown. She split up with her husband more than two years ago and now wants to divorce him. It's obvious she's being malicious and trying to split us up but it's not working.

1.4 The `dovetail' group

In the patterns pl-n V and V with n, these verbs indicate that two or more things are similar or compatible in some way. In the patterns V pl-n and V n with n, they are concerned with someone or something using or putting two or more similar or compatible things together, or putting them together successfully.

We include here line up, which is concerned with putting two or more things in the right position relative to each other.

Despite the fact that most of his assumptions were based on guesswork, they all dovetailed so neatly that there must be some underlying truth. The company is interested in routes which would dovetail with its bus operations. Pearson might be able to dovetail the schedules of BSkyB and UK Gold to attract viewers away from ITV to satellite. The management of local affairs should dovetail regional interests with those of the entire country.

514 The phrasal verb match up also has the patterns V P to n and V n P to n. Under new EC law, package tour operators must pay compensation if the holiday they have sold you doesn't match up to the one you receive. Some are graduates who have not been able to get jobs, while others are in the middle of doing their studies. We match them up to the appropriate levels.

1.5 The `alternate' group

In the patterns pl-n V and V with n, these verbs indicate that two or more things occur or do something alternately or swap roles or places. In the patterns V pl-n and V n with n, they are concerned with someone or something using two or more things alternately or swapping them over.

That evening just before sundown Jozsef went into an alarming series of attacks, the tremors and the coma alternating without any interval between. Depression can alternate with high spirits, noisy outbursts and even euphoria. Make a fan-like design with the apple and liver inside the ring, alternating the liver and apple. The text alternates naturalistic dialogue with surreal, comic train announcements and passionate monologues.

Pattern combination 2: V; pl-n V n; V n with n

These verbs have three patterns. Two patterns are reciprocal:
• **pl-n V n**: The verb is used with a plural Subject and is followed by a noun group.

*V n with n*: The verb is used with a Subject indicating one participant and is followed by a noun group. This is followed by a prepositional phrase consisting of *with* and a noun group which indicates the other participant.

One pattern is not reciprocal:

- **V**: The verb need not be followed by anything.

```
  Subject  Verb
  The peace negotiations have reopened.
```

```pl-n V n```

```
  plural noun group  Verb group  noun group
  Subject  Verb  Object
  Caterpillar Inc. and its striking union reopened negotiations.
```

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```V n with n```

```
  Subject  Verb  with  noun group
  Zuckerman  reopened  talks  with  Pete Hamill.
```

Verbs with this combination of patterns belong to the following meaning groups:

2.1 The `normalize' group

These verbs indicate that two or more countries, groups, or people start communicating with each other again.

The government invited him to become its exclusive business agent in the United States when relations *normalized*. They say Japan already made formal apologies to China when the two countries *normalized relations* 20 years ago. Baker said that Washington *will normalize economic relations with Cambodia* as soon as the United Nations team begins implementing the new peace treaty.

normalize reopen
2.2 The `clink' group

These verbs indicate that two or more people put their drinking glasses together or touch each other. They have the patterns pl-n V, pl-n V pl-n, and V pl-n with n.

Their glasses clinked, their eyes met. The two clinked glasses like a pair of Red Army colonels downing a toast of vodka, then refilled their glasses from a Lalique decanter on Paco's coffee table. Politicians and businessmen clinked glasses with him at the Leipzig trade fairs.

Pattern combination 3: pl-n V; V n; V pl-n; V n to/with n

These verbs have four patterns. Two patterns are reciprocal:

- **pl-n V**: The verb is used with a plural Subject.
  
  * V n: The verb is used with a Subject indicating one participant and is followed by a noun group indicating the other.

  Two patterns are not reciprocal:

- **V pl-n**: The verb is followed by a **plural noun group**.
  
  * V n to/with n: The verb is followed by a noun group and a prepositional phrase consisting of to or with and a noun group.

pl-n V

<table>
<thead>
<tr>
<th>plural noun group</th>
<th>Verb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
</tr>
<tr>
<td>Cats' territories</td>
<td>may overlap.</td>
</tr>
</tbody>
</table>

516

V n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>The second toe</td>
<td>overlaps</td>
<td>the third toe.</td>
</tr>
</tbody>
</table>

V pl-n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>plural noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verb</td>
<td>Object</td>
</tr>
</tbody>
</table>
Overlap the strips.

V n to/with n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to/with</th>
<th>prepositional Object</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overlap</td>
<td>your right hand</td>
<td>with</td>
<td></td>
<td>your left.</td>
</tr>
</tbody>
</table>

There are five verbs with this combination of patterns. The verbs match and overlap have the pattern V n with n. The verbs marry, match and touch have the pattern V n to n.

He compared the sequence of visits entered in the appointments diary with the dates quoted at the back of the file. They matched. They told him he couldn't board the plane unless the name on his ticket matched the one on his passport. Magnetic boards are also very popular because the children can match shapes, animals and numbers, effectively developing their memory skills. Mr Wright's task is to match graduates with firms. She held out her hand and their fingers touched. Smoothly lower the bar so that it touches the middle of your chest, then press it upwards to arm's length again. Laura and I touched knees again. She touched her glass to his.

The verb wed has the passive pattern pl-n be V-ed, not the active patterns V pl-n or V n to/with n.

- We were wed in 1928 and had a very happy marriage.

Emphasizing reciprocity

When ergative reciprocal verbs are used in patterns with a plural Subject, they can be emphasized with phrases in the same way as ordinary reciprocal verbs (see Chapter 6). With most of them, a reciprocal pronoun (each other or one another) can be used after the appropriate preposition or after the verb.

- The third possibility is that building societies may merge with each other.
- These muscles overlap each other. With the verbs listed below, the adverb together can be used for emphasis.
- Given enough speed, nuclei fuse together and make a new, heavier element.
- Biological, psychological, and cultural factors all mesh together to produce illness.

517 blend bond clink dovetail fuse merge mesh
510 Chapter 8: Ergative Reciprocal Verbs There are some verbs which are both ergative and reciprocal. Verbs of this kind have the label V-RECIP-ERG in the Collins Cobuild English Dictionary. A typical ergative reciprocal verb has the following features: 1 Like an ergative verb, it has both patterns where the verb is not followed directly by a noun group (for example pl-n V and V with n) and patterns where the verb is followed directly by a noun group (for example V pl-n and V n with n). The person or thing indicated by the Subject of the first kind of pattern may also be indicated by the noun group following the verb in the second kind of pattern. For example: The oil mixes with the other ingredients; She mixed the oil with the other ingredients. 2 Like a reciprocal verb, it has a pattern where the verb is used with a plural Subject indicating the participants in an action (for example pl-n V), and one or more patterns where one participant is indicated by the Subject and the other is
Chapter 9: Verb Patterns with *it*

In this chapter we describe verb patterns in which the Subject or Object is always the word *it*. In these patterns *it* has two basic uses. It may function as a 'dummy' Subject or Object pointing forward to a clause somewhere else in the sentence, in which case we call it **introductory it**. Or it may refer vaguely to a general situation, and not point anywhere else in the sentence. In this case we call it **general it**. This chapter contains the following sections:

- 1 Introductory *it* as Subject
- 2 Introductory *it* as Object
- 3 General *it* as Subject
- 4 General *it* as Object

1 Introductory *it* as Subject

In all the patterns described here, the clause begins with **introductory it**, which is the Subject of the clause. Although it is the Subject, it does not contribute to the meaning of the clause, and is often known as a 'dummy' Subject. English prefers to have old information at the beginning of a clause and new information at the end of a clause. If a clause does not contain any old information, having *it* as Subject allows all the new information to be placed at the end of a clause. For example, the clause *It is difficult to see what you mean* has two pieces of new information: *difficult* and *to see what you mean*. You could say *To see what you mean is difficult*, but then some of the new information would be at the beginning of the clause. In the clause beginning with *it*, none of the new information comes at the beginning of the clause.

In spoken English, the word *it* is sometimes omitted, especially with the verbs *look, seem* and *sound*, e.g. *Looks as if we're out of luck, Seems he knows all the answers, Sounds as if it runs in the family*. The same thing occurs with the phrase *it stands to reason*, e.g. *Stands to reason he stole it*. In the case of *be*, some nouns and adjectives sometimes occur without *it is*, e.g. *Pity you didn't let me know*.

All the patterns described here contain a clause such as a that-clause or a to-infinitive clause. All these are new clauses, with their own structures.

The patterns with introductory *it* as Subject fall into six pattern groups:

- Pattern group 1: *it V* clause
- Pattern group 2: *it V to n* clause
- Pattern group 3: *it V prep clause*
Pattern group 4: *it* be V-ed clause
Pattern group 5: *it* V n clause
Pattern group 6: *it* V adj clause

Pattern group 1: *it* V clause

There are five patterns in this group, each consisting of *it*, the verb, and a type of clause:

- 1.1 *it* V that
  
  \[ It \text{ seemed that I was right. } \]
- 1.2 *it* V to-inf
  
  \[ It \text{ helps to talk. } \]
- 1.3 *it* V wh
  
  \[ It \text{ doesn't matter what you think. } \]
- 1.4 *it* V when/if
  
  \[ It \text{ hurts when you forget to write. } \]
- 1.5 *it* V as if/as though/like
  
  \[ It \text{ sounds as if they made a dreadful mistake. } \]

1.1 *it* V that

The verb is followed by a that-clause.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>emerged</td>
<td>that smoking reduces life-expectancy.</td>
</tr>
<tr>
<td>It</td>
<td>seemed</td>
<td>that he would keep his word.</td>
</tr>
<tr>
<td>It</td>
<td>transpired</td>
<td>that the gunman had been released from jail.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1. The `emerge' group

These verbs indicate that something happens or becomes known, or that something is logically the case. With some verbs the word *that* is often omitted, as in *It happened I was there at the time.*

- *It never really clicked* that *I was homeless until I had been on the streets a couple of months.*
• It emerged that he had a violent criminal record, of which the welfare agencies had been unaware.
• Doug was a good man when I knew him, but that had been a lot of years ago. And it figured that there was a solid case against him.
• Since sound is actually the motion of molecules, it follows that the fastest speed with which the air molecules can get out of the way is the speed of sound.
• It happened that we had a number of very competent women so it was not difficult to pick a woman to do it.

There are five phrasal verbs with this meaning, listed below. Their pattern is it V P that.

• How did it come about that a man so shrewd and wise as David should fall for such a blatantly obvious confidence trick?
• What'll happen is, it'll come out that he didn't shoot himself, Jack shot him.
• If it does turn out that the inspectors have found highly enriched uranium, this raises a number of questions.

The old-fashioned verb group come to pass also has this pattern.

520 After the war, it came to pass that he did not resume his medical studies.

2 The `appear' group

These verbs are concerned with what a situation is, or seems to be. They are all link verbs (see Chapter 5). The word that is often omitted, as in the clause It seems you understand me.

• A police spokesman said it appeared that the bag had contained two tubes filled with pieces of lead which flew into the air injuring the eleven people.

The verb be is not usually used alone in the affirmative in this pattern. The following types of clause are frequent: negative clauses; clauses in which be follows a modal; and clauses including an adverb such as just or simply.

• He was to be a priest, so, she thought, it could not be that he was interested in her.
• This doesn't necessarily mean that sport can improve your emotional health; it could simply be that people with a more extrovert personality are more likely to enjoy sports in the first place.
3 The `hurt' group

These verbs indicate how someone feels about the event indicated by the that-clause.

- Hundreds of people attended the wake and funeral. *It helped that so many people cared.* I felt stronger when people were around.
- I have been wanting to write to you since day one. *It hurts that you cannot see this.*
- The bigger the cost, the more *it matters that the money should not be wasted.*

*help hurt matter rankle*

1.2 *it V to-inf*

The verb is followed by a to-infinitive clause.

<table>
<thead>
<tr>
<th></th>
<th><em>it</em></th>
<th>Verb group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Clause</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>may help</td>
<td>to talk about it.</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>hurt</td>
<td>to breathe.</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>pays</td>
<td>to shop around for the best deals.</td>
<td></td>
</tr>
</tbody>
</table>

Three of the verbs with this pattern indicate that something is helpful to someone, or is a good thing.

- *Different building societies offer different services so it pays to shop around.*

The verb *do* usually occurs in negative clauses.

- *I'm learning the language. A career diplomat has to. It doesn't do to have to use translators all the time.*

*(not) do help pay*

There are two other verbs with this pattern.

521 Though his case was far from complete, he was convinced he was right. *It remained to convince his superiors.*

*hurt remain*

1.3 *it V wh*

The verb is followed by a wh-clause. There is only one verb with this pattern.
• *I don't think it matters what you really are, it matters what you do.*

**mater**

1.4 *it V when/if*

The verb is followed by a clause beginning with *when* or *if*, which indicates a situation that occurs or may occur.

• *It didn't help when he tried to cover his mistake.*

**help hurt**

1.5 *it V as if, it V as though, it V like*

The verb is followed by a clause beginning with *as if* or *as though*. In informal English, the clause sometimes begins with *like*. Some people think these clauses are incorrect, but we include them here because they occur frequently.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>as if/as though/like-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>looks</td>
<td>as if there will be a rebellion.</td>
</tr>
<tr>
<td>It</td>
<td>seemed</td>
<td>like his dream had come true.</td>
</tr>
<tr>
<td>It</td>
<td>sounds</td>
<td>as though she is leading an invalid life.</td>
</tr>
</tbody>
</table>

Verbs with this pattern are concerned with what a situation seems or feels like. They are all **link verbs** (see Chapter 5).

• *There was smoke coming up at the bottom of the hill. It appeared as if there had been a bonfire or something.*

• *Chess experts are awe-struck by Fischer's play. It is as if he had never stopped playing chess.*

• *The band played. It felt as though the room were a moving vehicle and had just crashed up against a wall of sound.*

**appear be feel look seem sound**

Pattern group 2: *it V to n clause*

There are four patterns in this group, each consisting of *it*, the verb, a prepositional phrase beginning with *to*, and a type of clause:
2.1 *it V to n that*

*It seems to me that I had done everything I could.*

2.2 *it V to n to-inf*

*It fell to me to organize the event.*

2.3 *it V to n wh*

*It matters to me what happens to you.*

2.4 *it V to n as if/as though/like*

*It sounds to me as if you don't want to help her.*

2.1 *it V to n that*

The verb is followed by a prepositional phrase beginning with *to*, and a that-clause. The prepositional phrase always indicates a human being. The prepositional phrase is the prepositional Object.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th><em>to</em></th>
<th>noun group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>prepositional Object</td>
<td></td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>came</td>
<td>to</td>
<td>him</td>
<td>that the car following him was the same one.</td>
</tr>
<tr>
<td>It</td>
<td>didn't occur</td>
<td>to</td>
<td>him</td>
<td>that he might win.</td>
</tr>
<tr>
<td>It</td>
<td>seemed</td>
<td>to</td>
<td>me</td>
<td>that there was absolutely no hope.</td>
</tr>
</tbody>
</table>

The word *that* is often omitted, as in the clause *It seems to me you're lying.*

Verbs with this pattern belong to the following meaning groups:

1 THE `SEEM' GROUP 2 THE `OCUR' GROUP 3 VERBS WITH OTHER MEANINGS

1 The `seem' group

Verbs with this pattern are concerned with what a situation seems like to someone. These verbs are also found without the prepositional phrase, in the pattern *it V that*. Of the verbs in this meaning group, *seem* occurs much more frequently than any of the other verbs.

All the verbs in this group are link verbs (see Chapter 5).

- *It seemed to me that the book tried to say something in a different way than it had been said before.*

appear feel look seem sound

2 The `occur' group
These verbs indicate that an idea occurs to someone. These verbs are not found in the pattern \textit{it V that}: they occur only with a prepositional phrase, for example \textit{to me} or \textit{to my attention}.

- Quite recently \textit{it came to my attention that I am older than the Prime Minister}.
- She seemed to be asleep. Then \textit{it occurred to him she might be dead}.

\textbf{come occur}

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3 Verbs with other meanings

There is one other verb with this pattern.

- \textit{Her husband appealed to the public yesterday: ‘It matters to everyone that the killer is still around.’}

\textbf{matter}

2.2 \textit{it V to n to-inf}

The verb is followed by a prepositional phrase beginning with \textit{to}, and a to-infinitive clause. The prepositional phrase always indicates a human being. The prepositional phrase is the prepositional Object.

<table>
<thead>
<tr>
<th>It</th>
<th>Verb group</th>
<th>to</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>prepositional Object</td>
<td></td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>appeals</td>
<td>to</td>
<td>bankers</td>
<td>to keep supporting a strong franc.</td>
</tr>
<tr>
<td>It</td>
<td>hadn't occurred</td>
<td>to</td>
<td>me</td>
<td>to bring a cheque-book.</td>
</tr>
</tbody>
</table>

There are only three verbs with this pattern.

- \textit{It fell to Malcolm to care for her, but he had less and less time}.
- \textit{It occurred to me to wonder how other animals that live in highly-organised societies, like human beings, cope with their diseases}.

\textbf{appeal fall occur}

2.3 \textit{it V to n wh}

The verb is followed by a prepositional phrase beginning with \textit{to}, and a wh-clause. The prepositional phrase always indicates a human being. The prepositional phrase is the prepositional Object.
Two of the verbs with this pattern indicate that an idea occurs to someone.

- *It occurred to me how truly blessed we are to live in a town that's just chock-full of so many interesting races, creeds and colors.*

There is one other verb with this pattern.

- *It doesn't matter to them whether or not they sell your product.*

The verb is followed by a prepositional phrase beginning with *to*, and a clause beginning with *as if* or *as though*. In informal English, the clause sometimes begins with *like*. Some people think these clauses are incorrect, but we include them because they occur frequently.

The prepositional phrase is the prepositional Object.

All the verbs with this pattern are concerned with what a situation seems or feels like to someone. These verbs are also found without the prepositional phrase, in the pattern *it V as if*. All the verbs in this group are *link verbs* (see Chapter 5).

- *You have many skills and capabilities. All in all it seems to me as though you could be very useful to us.*
Pattern group 3: *it V prep clause*

Patterns in which the preposition is *to* and the prepositional phrase indicates a human being have been described in Pattern group 2 above. Here we describe the patterns which contain other prepositional phrases.

There are two patterns in this group, each consisting of *it*, the verb, a prepositional phrase, and a type of clause:

- **3.1 it V prep that**
  
  *It came to light that he had not been telling the truth.*

- **3.2 it V prep to-inf**
  
  *It was up to me to decide what to do.*

**3.1 it V prep that**

The verb is followed by a prepositional phrase and a that-clause. The prepositional phrase is the prepositional Complement with the verbs *be*, *come*, and *count*, and an Adjunct with the other verbs.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>preposition</th>
<th>noun group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>prepositional Complement</td>
<td></td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>to</td>
<td>our credit</td>
<td>that people are now healthier.</td>
</tr>
<tr>
<td>It</td>
<td>counts</td>
<td>as</td>
<td>an achievement</td>
<td>that he was able to resign.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>preposition</th>
<th>noun group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Adjunct</td>
<td></td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>came</td>
<td>to</td>
<td>light</td>
<td>that the plane had not been insured.</td>
</tr>
<tr>
<td>It</td>
<td>goes</td>
<td>without</td>
<td>saying</td>
<td>that most gardeners love the outdoor life.</td>
</tr>
</tbody>
</table>

Verbs with this pattern have a variety of meanings. Most of them occur within fairly fixed phrases.

- *It is to his credit that the bitterness he felt over his recent failure did not alter his determination to carry out his regimental duties to perfection.*
- *It is not for nothing that sports people call their clothes their `strip'. Athletes now wear clinging, black garments that leave nothing to the imagination.*
- *It came as little surprise that the twelve ministers found much to criticise in the reform proposals.*
- *Since alcohol is drying, it stands to reason that those products marketed for women with dry skin have little or no alcohol.*
There is one phrasal verb with this pattern, *creep up*. Its pattern is *it V P on n that*.

- *It's hard to say at first why Ed is so remarkable but then it creeps up on you that this is top-quality song-writing.*

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>preposition</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>prepositional Complement/Adjunct</td>
<td></td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>accords</td>
<td>with</td>
<td>the public interest</td>
<td>to prosecute.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>up to</td>
<td>them</td>
<td>to stay competitive.</td>
</tr>
</tbody>
</table>

Verbs with this pattern have a variety of meanings.

- *If there are any surplus resources, it is not in the interests of the government to keep them.*
- *It comes as no surprise to learn that magistrates in England and Wales dislike the new Criminal Justice Act and are now seeking to modify it.*

**Pattern group 4: *it be V-ed clause***

There are three patterns in this group, each consisting of *it*, a verb in the passive, and a type of clause. Although in these patterns *it* is the Subject in a passive clause, we include them here because there is no active equivalent containing *it*.

- **4.1 it be V-ed that**
  
  *It is thought that the temple was used in the third century.* 526

- **4.2 it be V-ed to-inf**
  
  *It was decided to cancel the meeting.*

- **4.3 it be V-ed wh**
  
  *It is not known what causes the disease.*

**4.1 it be V-ed that**

The verb is followed by a that-clause.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>was admitted</td>
<td>that the tests were all wrong.</td>
</tr>
<tr>
<td>It</td>
<td>was agreed</td>
<td>that a new treaty would be signed.</td>
</tr>
<tr>
<td>It</td>
<td>is estimated</td>
<td>that a hundred people have now died.</td>
</tr>
</tbody>
</table>

This pattern is used to indicate that something is said, thought, or discovered, without indicating who said, thought, or discovered it. The implication is that this is a group of people, people in general, or occasionally an unspecified individual: the context has to determine which of these alternatives applies.

This is a productive pattern and occurs occasionally with a large number of verbs concerned with saying, knowing, and thinking, such as add, affirm, appreciate, compute, decree, deduce, deem, hint, hypothesize, maintain, mention, moot, perceive, postulate, speculate, and stipulate. The verbs listed below are the ones which are most frequently used in this way.

The word that is often omitted, as in It was said he had a good head for business.

Verbs with this pattern belong to the following meaning groups:

1. The `report' group

These verbs are concerned with what is spoken and written. This includes something that is:

- agreed or conceded
- suggested or recommended
- announced, reported, or disclosed
- rumoured or alleged
- argued or denied

We also include here demonstrate and show, which do not necessarily involve speaking or writing.

- Eventually it was agreed that the present laws would continue to apply in the same areas for two years.
- It is claimed that running helps to unleash hidden energies, both psychic and physical.
- In 1990, it was disclosed that he had contracted the AIDS virus.
- A short time ago, it was reported that demonstrators had broken through the police lines and more vehicles were set alight.
- It is rumoured that his farmhouse resembles a fortress, with a panic-button to alert the
police in the event of intruders breaking in.

- Until it is shown that the tape is genuine, we have to remain sceptical.

527 It is suggested that teachers should design activities which will keep the class actively and constructively engaged. There are two phrasal verbs with this meaning, given below. Their pattern is it be V-ed P that.

- When it was pointed out that she would need considerable journalistic experience she agreed she didn't have it.

These verbs are sometimes used with a modal such as must or can to indicate that the speaker feels obliged or able to say something, not that someone else has said something.

- It can be argued that human health would not suffer if we were to stop most animal research.
- Though it cannot be denied that appearance is the first step towards attraction, it is similarity of attitude that is often a deciding factor when it comes to pursuing a relationship.
- It must be emphasized that goat's and sheep's milk also contain lactose.
- It must be said that the success has been solid rather than spectacular.

The `think' and `discover' group

These verbs are concerned with what is thought. This includes something that is:

- expected, hoped, or feared
- thought or believed
- decided or intended
- remembered or forgotten
- known or suspected
- discovered

- It is accepted now that drinking water in many areas contains certain pollutants which are undesirable.
- At one time it was believed that an addict couldn't quit until she hit bottom and lost everything. That's true for many people but, it turns out, not for everybody.
• It was concluded that the aircraft was flying at the maximum permitted speed when the leading edge of the wing opened up, ripping the wing apart.
• Inquiries were made and it was decided that there were no grounds for further investigation.
• They became concerned when it was discovered that more than nine-thousand ballot papers had been forged.
• It is estimated that up to two million people around the country suffer from various forms of asthma.
• It is expected that by the weekend, air traffic, garbage collection and mail delivery will be back in full operation.
• At first it was feared that a bomb had caused the blast but now it appears that the explosion may have been triggered accidentally.
• It was felt that valuable work could be carried out in establishing a good working relationship between the groups.

528 It should be remembered that the success rate of Alcoholics Anonymous stands second to none.

• From the stories related in this book, it can be seen that the average age of those women marrying is 17.
• It has long been thought that aluminium was a poisonous substance and it has been linked to cancer of the stomach, though there is no evidence for this.
• It is understood that damage estimated at more than a hundred thousand pounds has been caused to furniture, fittings and equipment in the Embassy building.

4.2 it be V-ed to-inf

The verb is followed by a to-infinitive clause.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>was hoped</td>
<td>to use helicopters to evacuate refugees.</td>
</tr>
<tr>
<td>It</td>
<td>is proposed</td>
<td>to allow cameras into courts.</td>
</tr>
</tbody>
</table>

Verbs with this pattern are concerned with a course of action being proposed, hoped for, recommended, or decided upon.
At an emergency meeting of teachers and parents, it was agreed to send home all 300 pupils at Chigwell county primary, Essex, until further notice.

She was actually too old for foster care, but because she was so upset emotionally, it was decided to place her with a foster family.

A spokesman said that it was intended to complete the evacuation of the remaining 1,700 citizens by January 10th.

4.3 *it* be *V-ed* wh

The verb is followed by a wh-clause.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>is being asked</td>
<td>why you did not make your views known earlier.</td>
</tr>
<tr>
<td>It</td>
<td>was not disclosed</td>
<td>how much the sale will raise.</td>
</tr>
</tbody>
</table>

529 The verbs with this pattern are concerned with information being asked for, discovered, explained, understood, or doubted.

- **It has to be clarified** whether the radicals are holding two of the soldiers, as they say, or three, as other reports have suggested.
- **It was never established** whether the motor failed or the take-off was aborted.
- Many theories exist, but **it is not known** what causes endometriosis, or how the disease can trigger infertility.
- Another top Tory is under pressure to quit after **it was revealed** how a company he ran cost taxpayers *53200,000.*
- **It is pretty well understood** what controls the flow of carbon dioxide in and out of the atmosphere today.

Pattern group 5: *it* *V* n clause

There are eleven patterns in this group, each consisting of *it*, the verb, a noun group, and a type of clause. Patterns 5.8 to 5.11 contain other elements as well.

- **5.1 it V n that**
  
  *It struck* me that the story would make a good film.
- **5.2 it V n to-inf**
  
  *It worries* me to see you unhappy.
5.3 *it V n wh*
   *It beats me why sales are falling.*

5.4 *it V n when/if*
   *It worries me when you come home late.*

5.5 *it V n -ing*
   *It's no fun working all weekend.*

5.6 *it V n/amount before/since*
   *It's only a matter of time before he finds out.*

5.7 *it V n for n to-inf*
   *It took months for them to answer my letters.*

5.8 *it V n to-inf*
   *It took me ages to finish my work.*

5.9 *it V amount for n that*
   *It said a lot for him that he was able to apologize.*

5.10 *it V n adj that*
   *It drove him crazy that he couldn't do anything to help.*

5.11 *it V n adj to-inf*
   *It makes me sick to think about all the thefts.*

5.1 *it V n that*

The verb is followed by a noun group and a that-clause. The noun group is the Complement in group 1, and the Object in groups 2 and 3.

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>noun group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Complement</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>a shame</td>
<td>that the press ignored these events.</td>
</tr>
<tr>
<td>It</td>
<td>became</td>
<td>a rule</td>
<td>that visitors could not leave their cars.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>it</em></th>
<th>Verb group</th>
<th>noun group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>bothered</td>
<td>her</td>
<td>that he hadn't asked for her.</td>
</tr>
<tr>
<td>It</td>
<td>hit</td>
<td>me</td>
<td>that I was going off on my own.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 THE 'BE' GROUP   2 THE 'ANNOY' AND 'PLEASE' GROUP   3 THE 'STRIKE' GROUP

1 The 'be' group

These verbs are concerned with what a situation is, seems, or becomes. All the verbs in this group are link verbs (see Chapter 5). The word *that* is often omitted, as in the clause *It's a pity*
you can't come.

- You can name your own price. *It's almost a foregone conclusion that you'll get what you want.*
- *It remains a subject of fascination that one family produced three exceptional writers: Charlotte, Anne, and Emily Bronte.*

2 The `annoy' and `please' group

These verbs indicate how a situation makes someone feel. The noun group always indicates a human being.

This is a productive use and occurs occasionally with a large number of verbs indicating the emotional effect of something, such as *alarm, anger, awe, baffle, bemuse, confuse, depress, enrage, fascinate, frustrate, horrify, intrigue, offend, stagger, and upset.* The verbs listed here are the ones which are most frequently used in this way.

- *It amuses me that every 22-year-old now wants to own property.* I was 38 before I could afford my first flat.
- *It annoyed me that I didn't have time to do more ironing,* but I will get it done.
- *It frightens me that kids are now walking around with guns.*
- *In a dormitory I saw a notice:* `It please God that children should be respectful to their elders.'
- *It puzzles me that people are willing to pay any taxes at all to this Government.*
- *It saddens me that almost all my anxieties have been confirmed.* I wish I had been proved wrong.
- *Does it surprise you that the polls are showing currently that this initiative will be approved by the voters?*

3 The `strike' group

These verbs indicate either that an idea occurs to someone, or that they fail to notice something. The noun group usually indicates a human being. In the case of *escape,* it may be something such as *my attention* or *their notice.*

- *They so obviously enjoyed life, enjoyed the things they did together, that it almost escaped their attention that some people did not approve of the family.*
- *Didn't it strike you that he was awfully uptight and tense?*
There is one phrasal verb with this meaning, *dawn on*. The pattern is *it V P n that*.

- *I noticed that he was soaking wet, and for the first time* it *dawned on me that he had come down across the fields from the hill.*

Other productive uses

This pattern is productive: a wide range of verbs concerned with the consequences or implications of situations and events sometimes have this pattern. For example, it occurs in sentences like *It destroyed our credibility that we didn't know what was going on within our own team.*

In addition, there are a few fairly fixed phrases with this pattern.

- *It broke my heart that she could shut out my pain so easily.*
- *He seemed less surly, more comfortable about being polite and ordinary. So* it *crossed my mind that I might give him another chance.*
- *It never entered her head that their divorce would go through without a financial settlement having been made.*
- *Most of the evidence was against him, and so* it *makes sense that he was found guilty.*
- *It made no difference that we tried to talk to her, she just looked straight ahead and didn't answer us.*

5.2 *it V n to-inf*

The verb is followed by a noun group and a to-infinitive clause. The noun group is the Complement in group 1, and the Object in groups 2, 3, and 4.

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject</td>
<td>Verb</td>
<td>Complement</td>
</tr>
<tr>
<td><em>it</em></td>
<td>became</td>
<td>policy</td>
<td>to increase the number of magistrates.</td>
</tr>
<tr>
<td><em>it</em></td>
<td>seemed</td>
<td>a pity</td>
<td>to break up the peaceful scene.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>Object</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>it</em></td>
<td>amused</td>
<td>him</td>
<td>to see her furious.</td>
</tr>
<tr>
<td><em>it</em></td>
<td>takes</td>
<td>time</td>
<td>to learn about finance.</td>
</tr>
</tbody>
</table>
Verbs with this pattern belong to the following meaning groups:

1 THE 'BE' GROUP | 2 THE 'PAIN' AND 'PLEASE' GROUP | 3 THE 'PAY' GROUP

1 The 'be' group

These verbs are concerned with what a situation is, seems, or becomes. All the verbs in this group are link verbs (see Chapter 5).

- It is a crime to listen in on private conversations with scanners.
- James had often said that while it was one thing to have children dependent upon you, it was intolerable to be materially dependent on them.
- It remains our aim to maintain its real value over a run of years.

be become remain seem

2 The 'pain' and 'please' group

These verbs indicate how a situation makes someone feel. The noun group always indicates a human being or a human attribute such as feelings or heart.

This is a productive use and occurs occasionally with a large number of verbs indicating the emotional effect of something, such as anger, astonish, awe, bore, choke, confuse, dismay, embarrass, enrage, jar, reassure, repulse, and soothe. The verbs listed here are the ones which are most frequently used in this way.

- I don't suppose it bothered the Platts to know that the money wasn't honestly come by.
- It disturbs me to see you unhappy, darling.
- As a nurse it frightened her to contemplate the procedure and its risks.
- It gladdens my heart to see you again.
- It hurts my pride to depend on her for our daily bread.
- I'm jealous, but it kills me to admit that I am.
- You are always in my thoughts and it pains me to think of you struggling all alone.
- It pleased him to see that he'd delighted her with his choice.

alarm amaze amuse annoy bother comfort delight depress disturb fascinate frighten gall gladden grieve horrify hurt infuriate interest intrigue irk kill pain please sadden scare shame shock surprise tickle touch upset worry

533

3 The 'pay' group

These verbs indicate that an action is helpful or useful to someone.
Clearly it pays banks to take big risks with our money.
For some peculiar reason it suited her to live like a character in a Victorian melodrama.

4 Verbs with other meanings

There are a few other verbs which have this pattern.

Reforms seldom come from the top down so it behoves us to put pressure on the decision makers.
It takes courage to face the unknown.

In the case of cost, mean, and take, the verb is always or often followed by an amount. This pattern is it V amount to-inf.

It costs a fortune to fly these people in from all over the country.
It means a lot to win the World Cup.

In the case of mean, a prepositional phrase beginning with to often occurs after the verb. This pattern is it V amount to n to-inf.

She'd begun composing as a child in Berlin, so it meant a lot to her to have her music performed here.

Other productive uses

This pattern is productive, and occurs with a wide range of verbs concerned with the consequences or implications of actions and events. For example, it occurs in sentences like It accentuates wrinkles to fill them with face-powder and It put a strain on his heart to reach up high.

In addition, there are a few fairly fixed phrases with this pattern.

It broke my heart to see him go.
It crossed my mind to phone her.
It never entered her head to question him.
It makes a world of difference to be dying for your ideas.
It made sense to delay the meeting, as there were no concrete proposals on the table.
It serves no purpose to disclose what happens for those who haven't seen the film.
5.3 *it V n wh*

The verb is followed by a noun group and a wh-clause. The noun group is the Complement in group 1, and the Object in groups 2, 3, and 4.

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>noun group</th>
<th>wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Complement</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>a mystery</td>
<td>how they do that.</td>
</tr>
<tr>
<td>It</td>
<td>remains</td>
<td>a puzzle</td>
<td>why these evils have gone unnoticed.</td>
</tr>
</tbody>
</table>

534

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>noun group</th>
<th>wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>doesn't bother</td>
<td>me</td>
<td>whether you agree with me.</td>
</tr>
<tr>
<td>It</td>
<td>worries</td>
<td>me</td>
<td>what the future holds.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 THE 'BE' GROUP
2 THE 'AMAZE' AND 'SADDEN' GROUP
3 THE 'STRIKE' GROUP

1 The 'be' group

These verbs are used when describing a situation or question. Both of these verbs are link verbs (see Chapter 5).

- *It is a mystery why anyone should want to shoot him.*
  
  be remain

2 The 'amaze' and 'sadden' group

These verbs indicate how a situation or question makes someone feel. This includes making them feel puzzled because they cannot understand something or do not know how to answer a question. The noun group always indicates a human being.

This is a productive use and occurs occasionally with a large number of verbs indicating the emotional effect of something, such as anger, astonish, astound, baffle, confuse, fascinate, infuriate, interest, intrigue, shake, startle, and trouble. The verbs listed below are those for which this pattern is frequent.

- *It amazes me how many plastic shopping bags are given out by cashiers in large supermarkets.*
- *It beats me why sales, particularly in a recession, are still running at *53300 million a year.*
- *You believed in something bigger: your own sense of morality. It didn't concern you whether a thing was illegal or dangerous but whether it was right.*
- *It saddened me how these children have accepted life in detention as normal.*

3 The 'strike' group

These verbs indicate that an idea occurs to someone. The noun group always indicates a human being.

- *It struck her how self-centred she'd been, considering only her sorrow, not his.*

There is one phrasal verb with this meaning, *dawn on.* Its pattern is *it V P n wh.*

- *It dawnded on them what happened in Nagasaki in 1945 and what it must have been like.*

535 In addition, the phrase *make a difference* has this pattern.

- *As far as learning is concerned, it doesn't make any difference how old you are.*

5.4 *it V n when/if*

The verb is followed by a noun group and a clause beginning with *when* or *if,* which indicates a situation that occurs or may occur. The noun group is the Complement in group 1 and the Object in groups 2 and 3.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
<th>when/if clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>is</td>
<td>his tough luck</td>
<td>if he doesn't understand the risks.</td>
</tr>
<tr>
<td>It</td>
<td>'s</td>
<td>the team's problem</td>
<td>if they're not strong enough.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>when/if clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>upsets</td>
<td>me</td>
<td>when you say things like that.</td>
</tr>
<tr>
<td>It</td>
<td>wouldn't surprise</td>
<td>me</td>
<td>if she left.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:
1 The `be' group

These verbs are concerned with what a situation is or may be. Both of these verbs are link verbs (see Chapter 5).

- `I would like to speak to them but it is not the end of the world if I do not,' he added.

2 The `amuse' and `irritate' group

These verbs are concerned with how a situation makes someone feel. The noun group always indicates a human being.

- When I was still innocent, it amused me when my father joked about men who trade in their 41-year-old wives for two 20-year-olds.
- It irritates me when I'm asked to do things that are not part of my job.
- It always pleases me when guests compliment me on the look of my food.
- Sometimes it scares me when I think that people may recognise me and that one day my past could catch up with me.
- It wouldn't worry me if he came to my house, but I don't know if I would go out of my way to ask him.

3 Verbs with other meanings

There are two other verbs with this pattern.

- It would help everyone if we got that issue sorted out.

In the case of mean, the verb is always followed by an amount. This pattern is it V amount wh.
It's best for her to be in America to earn money, she deserves that. But it would mean a lot if just once she would say she remembers us, that we were her friends.

help mean

5.5 it V n -ing

The verb is followed by a noun group and an `ing' clause. The noun group is the Complement when the verb is be, and Object when the verb is bother, worry, or take.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>is</td>
<td>no fun</td>
<td>doing things alone.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>no use</td>
<td>complaining.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>must take</td>
<td>nerve</td>
<td>marrying into a family like that.</td>
</tr>
<tr>
<td>It</td>
<td>worries</td>
<td>me</td>
<td>seeing him so helpless.</td>
</tr>
</tbody>
</table>

Two of the verbs with this pattern are concerned with something bothering or worrying someone.

- **Does it bother them being typecast mainly as Italian heavies or cops?**

bother worry

There are two other verbs with this pattern.

- **It is no use putting all the blame on young drivers for the high number of accidents.**
- **It took ages getting through customs as they searched my belongings for drugs.**

be take

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5.6 it V n/amount before/since

The verb is followed by a noun group or an amount, and a clause beginning with before or since. The noun group or amount is the Complement with the verbs be and seem, and the Object with the verb take.

There are only three verbs with this pattern. The verbs be and seem are link verbs (see Chapter 5).
- It is only a matter of time before other Asian women bands emerge.
- We ought to get out of here fast; it won't be long before they send more troops after us.
- It seems an age since only the Post Office supplied our phones.
- It took several months before Janice's condition could be stabilized.

5.7 \textit{it V n for n to-inf}

The verb is followed by a noun group and a clause which consists of the preposition \textit{for}, a noun group, and a to-infinitive clause. The noun group following the verb is the Complement with \textit{be} and \textit{become}, and the Object with \textit{take}.

There are only three verbs with this pattern. The verbs \textit{be} and \textit{become} are \textbf{link verbs} (see Chapter 5).

- \textit{It has become} common practice for winemakers to add acid to some sun-ripe wines to boost freshness.
- \textit{It was taking} months and months for them to get back with answers.
- \textit{Sometimes it takes} courage for us to approach the subject of the death with another survivor.

In the case of \textit{take} 2.13, the first noun group following the verb is often an \textit{amount}. This pattern is \textit{it V amount for n to-inf}.

- \textit{It didn't take} too long for everyone to catch on to the real meaning behind the doublespeak.

5.8 \textit{it V n n to-inf}

The verb is followed by two noun groups and a to-infinitive clause. Both noun groups are Objects.

```
| it | Verb group | noun group | noun group/amount | to-infinitive clause |
```

\textit{Maybe it does make sense for us to get together,' he said.}
There are four verbs with this pattern.

- She enjoyed the warmth of Rosie’s company and it gave her genuine pleasure to perform little acts of kindness for her.

538 In the case of cost 8, the second noun group is always an amount. This pattern is \textit{it V n amount to-inf}. The verbs cost 2 and take often have this pattern as well.

- It cost him a lot to admit he needed help.
- It took them a long time to reach the other shore.

\textit{cost do give take}

5.9 \textit{it V amount for n that}

The verb is followed by an amount, a prepositional phrase beginning with for, and a that-clause. The amount is the Object, and the prepositional phrase is an Adjunct.

There is only one verb with this pattern.

- It says a lot for her culinary skills that so many of her recipes have stood the test of time.

\textit{say}

5.10 \textit{it V n adj that}

The verb is followed by a noun group, an adjective group, and a that-clause. The noun group is the Object and the adjective group is the Object Complement.

There are only two verbs with this pattern.

- It makes me sick that young people commit offences time after time and never seem to get punished.

\textit{drive make}

5.11 \textit{it V n adj to-inf}

The verb is followed by a noun group, an adjective group, and a to-infinitive clause. The noun
group is the Object and the adjective group is the Object Complement.

There are only two verbs with this pattern.

- I was sure he was thinking, you'll never pin this on me, Meg. And it drove me crazy to think that he might be right.

**Pattern group 6: it V adj clause**

There are seven patterns in this group, each consisting of it, the verb, an adjective group, and a type of clause. Patterns 6.6 and 6.7 have a prepositional phrase as well.

- 6.1 *it V adj that*
  
  *It seems likely that she will leave soon.*
- 6.2 *it V adj to-inf*
  
  *It is difficult to see in the dark.* 539
- 6.3 *it V adj wh*
  
  *It became apparent how ill she was.*
- 6.4 *it V adj when/if*
  
  *It is nice when people compliment you.*
- 6.5 *it V adj -ing*
  
  *It is interesting seeing what happens here.*
- 6.6 *it V adj of n to-inf*
  
  *It's nice of you to come.*
- 6.7 *it V adj for n to-inf*
  
  *It is impossible for me to arrive any earlier.*

6.1 *it V adj that*

The verb is followed by an adjective group and a that-clause. The adjective group is the Complement.

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>adjective group</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>It</em></td>
<td>is</td>
<td>important</td>
<td>that you say exactly what you mean.</td>
</tr>
<tr>
<td><em>It</em></td>
<td>seems</td>
<td>certain</td>
<td>that elections will go ahead.</td>
</tr>
</tbody>
</table>

These verbs are concerned with what a situation is, seems, or becomes. All the verbs in this group are link verbs (see Chapter 5). The word *that* is often omitted, as in the clause *It is certain he will be there.*
- I think it's important that you get to know them beforehand.
- It quickly becomes apparent that he is not mad at all.
- It looks increasingly likely that the three national parties may form a government of national unity.
- Though the course of events which led to the cataclysm is well known, it remains astonishing that a whole society was overthrown so easily.

appear be become feel look prove remain seem

6.2 it V adj to-inf

The verb is followed by an adjective group and a to-infinitive clause. The adjective group is the Complement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>adjective group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>feels</td>
<td>good</td>
<td>to have finished a piece of work.</td>
</tr>
<tr>
<td>It</td>
<td>would look</td>
<td>pretty silly</td>
<td>to turn the proposal down.</td>
</tr>
</tbody>
</table>

These verbs are concerned with what an action is, seems, or becomes. All the verbs in this group are link verbs (see Chapter 5).

- It appears reasonable to assume that most hostel tenants would prefer single to shared rooms.

540 It has proven difficult to infiltrate small terrorist cells, which often are held together by family relationships.

appear be become feel look prove remain seem

6.3 it V adj wh

The verb is followed by an adjective group and a wh-clause. The adjective group is the Complement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>adjective group</th>
<th>wh-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>is not</td>
<td>clear</td>
<td>who will get the money.</td>
</tr>
<tr>
<td>It</td>
<td>remains</td>
<td>uncertain</td>
<td>how many snipers were involved.</td>
</tr>
</tbody>
</table>

These verbs are concerned with what a situation or question is, seems, or becomes. All the verbs in this group are link verbs (see Chapter 5).
- It appeared unclear whether the council would do much for the rebels beyond expressing outrage.
- In the end the government did raise taxes as it became clear how much money needed to be spent in the East.

appear be become remain seem

6.4 it V adj when/if

The verb is followed by an adjective group and a clause beginning with when or if, which indicates a situation or event that occurs or may occur. The adjective group is the Complement.

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>adjective group</th>
<th>when/if clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Complement</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>feels</td>
<td>good</td>
<td>when our tastes are similar.</td>
</tr>
<tr>
<td>It</td>
<td>seems</td>
<td>so unfair</td>
<td>when these things happen.</td>
</tr>
</tbody>
</table>

These verbs are used when describing an event or experience. They are all link verbs (see Chapter 5).

- When you're part of a team it feels weird if you leave for a while.
- As my wife was supposed to be suffering from a migraine it would have looked odd if I had failed to leave the palace early.

be feel look prove seem

541

6.5 it V adj -ing

The verb is followed by an adjective group and a `'-ing' clause. The adjective group is the Complement.

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>adjective group</th>
<th>-ing clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Complement</td>
<td>Clause</td>
</tr>
<tr>
<td>It</td>
<td>gets</td>
<td>very boring</td>
<td>talking about racing all the time.</td>
</tr>
<tr>
<td>It</td>
<td>seemed</td>
<td>so dramatic</td>
<td>calling at this hour.</td>
</tr>
</tbody>
</table>

These verbs are used when describing something you do or might do. They are all link verbs (see Chapter 5).
• *It is worthwhile spending time reading biographies and articles about important and powerful people.*
• *It feels wrong having a physical relationship with someone you can't talk to.*

**be feel get look seem**

6.6 *it V adj of n to-inf*

The verb is followed by an adjective group and a clause which consists of the preposition *of*, a noun group, and a to-infinitive clause. The adjective group is the Complement.

There is only one verb with this pattern.

• *It is kind of you to come to see me.*

**be**

6.7 *it V adj for n to-inf*

The verb is followed by an adjective group and a clause which consists of the preposition *for* and a to-infinitive clause. The adjective group is the Complement.

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
<th>Clause</th>
<th>noun group</th>
<th>to-infinitive clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>was</td>
<td>easy</td>
<td>for</td>
<td>me</td>
<td>to get there on foot.</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>remains</td>
<td>possible</td>
<td>for</td>
<td>them</td>
<td>to finish the course.</td>
<td></td>
</tr>
</tbody>
</table>

These verbs are used when describing an action or situation. They are all link verbs (see Chapter 5).

• *It was becoming quite difficult for me to commute the fifty miles from my home and office in Chicago several times a week.*
• *It looks bad for a civilized country to have these kinds of problems.*
• *It seems almost impossible for me to find myself in a relationship without wanting to get away at some point.*

542 appear/be/become/feel/look/prove/remain/seem

Other phrases

The following fairly fixed phrases also have introductory *it* as Subject.

• *Far be it from me to criticise, but shouldn't Susan take a share of the blame?*
• It came home to him that after his long period of deskwork, he had put on weight, and was out of combat condition.
• It remains to be seen whether the agreement will stick.

Using *it* and the verb *be* to focus

When you want to focus on an element of the sentence, you can put *it* and a form of the verb *be* at the beginning, followed by the element you want to focus on, then a relative pronoun such as *who, which*, or *that*, then the rest of the sentence. Thus instead of saying *John got married last week*, you can focus on *John* and say *It was John who got married last week*. The meaning of this is often contrastive: *It was John, not Paul, who got married last week.*

• Her height is striking enough but *it is her face which amazes everyone.* (Her face amazes everyone.)
• He was at Hove yesterday, and it was a fair bet that *it was Alan Wells who he had gone to watch.* (He had gone to watch Alan Wells.)

2 Introductory *it* as Object

In all the patterns given in this section, **introductory *it* is the Object of the clause. Although it is the Object, it does not contribute to the meaning of the clause, and is often known as a `dummy' Object.

Many of these patterns are combinations of introductory *it* as Subject and other patterns. For example, if the clause *it is difficult to understand you* is preceded by the verb *find*, you get a clause like *I find it difficult to understand you*. However, some patterns with introductory *it* as Object cannot be explained in this way. For example, *I hate it when she's away* has no equivalent pattern with introductory *it* as Subject.

The patterns with introductory *it* as Object fall into five pattern groups:

• Pattern group 1: V *it* clause
• Pattern group 2: V *it to* n clause
• Pattern group 3: V *it as* n/adj clause
• Pattern group 4: V *it* n clause
• Pattern group 5: V *it* adj clause

Pattern group 1: V *it* clause

There are two patterns in this group, each consisting of the verb, *it*, and a type of clause:

543 *1.1 V* *it* that *I loved it that he cared enough to ask.* *1.2 V* *it* when/if *I hate it when she's
away.

1.1 V it that

The verb is followed by it and a that-clause.

Verbs with this pattern belong to the following meaning groups:

| 1 THE 'LOVE' AND 'HATE' GROUP | 2 THE 'ARRANGE' GROUP | 3 VERBS WITH OTHER MEANINGS |

1 The ‘love' and ‘hate' group

These verbs indicate how a situation makes someone feel. These verbs have no equivalent passive pattern.

- I really appreciate it that you raised me in such a warm and happy family.
- I hate it that you can paint contentedly while I'm feeling restless and bored.
- One of his major attractions was that he took charge. She loved it that he made all the decisions.
- I can't stand it that he wears a Sea World tee shirt!

appreciate (cannot) bear hate like love resent (cannot) stand

2 The `arrange' group

These verbs are concerned with plans and arrangements. They are usually used in the passive. The passive pattern is it be V-ed that, where it is the Subject of the clause.

- It was arranged that I should go along to the inn to see him.
- It is planned that these hostages will be released in phases over three months up to late March.

arrange (usu passive) plan (usu passive)

The verb arrange also has the pattern V it so that.

- The League have arranged it so that all games are played before the Cup final.

3 Verbs with other meanings

There are three other verbs with this pattern.

- Rumour has it that Britain's universities are jam-packed full of bright ideas struggling to
escape from those ivory towers.

- You have a reputation for extreme discretion. Can I take it that what I am going to reveal will remain strictly between the two of us?

One of the verbs is a phrasal verb. Its pattern is \textit{V it P that}.

- Then she undermined him, destroyed his confidence in his own talent, \textit{put it about that he was unreliable, a troublemaker}.

In the case of \textit{put about}, there is a passive pattern \textit{it be V-ed P that}, where \textit{it} is the Subject of the clause.

- When the introduction of charges for directory inquiries was suggested, \textit{it was put about by BT that this was the only way of dealing with 'misuse' of the facility}.

\textbf{have take}

\textbf{put about}

544

1.2 \textit{V it when/if}

The verb is followed by \textit{it} and a clause beginning with \textit{when} or \textit{if}.

Most of the verbs with this pattern indicate how a situation or possible situation makes someone feel or react.

- 'You \textit{can't bear it if I know things that you don't},' she said.
- I \textit{couldn't believe it when she said I should do something about my appearance and wear more make-up}.
- I \textit{really hate it when you cry like that},' Oliver said.
- How \textit{would you like it if your ninety-year-old self came walking through the door}?
- Frankly, we'd \textit{prefer it if you could find an adequate excuse to leave the country for the time being}.
- He was so easy and friendly I \textit{didn't resent it when he asked me straight out the purpose of my trip}.

In the case of \textit{appreciate}, there is a passive pattern \textit{it be V-ed when/if}, where \textit{it} is the Subject of the clause.

- \textit{It would be appreciated if those who can, would stay on here for another night or so}.
There is one other verb with this pattern.

- **I can't help it if you think I'm odd.**

**Pattern group 2: V it to n clause**

There are two patterns in this group, each consisting of the verb, *it*, a prepositional phrase beginning with *to*, and a type of clause:

- **2.1 V it to n that**
  - I put it to him that he may have been wrong.
- **2.2 V it to n to-inf**
  - I owe it to my parents to work hard.

**2.1 V it to n that**

The verb is followed by *it*, a prepositional phrase beginning with *to*, and a that-clause. The prepositional phrase always indicates the person who someone addresses.

- They'd already broken it to the troops that there was to be no brief period in reserve as promised.
- When I interviewed him again I put it to him that he'd lied to you and to me about not seeing his wife that afternoon. And he just caved in.

545 In the case of *put*, there is a passive pattern *it be V-ed to n that*, where *it* is the Subject of the clause.

- He was rattled when it was put to him that his power has diminished.

The verb *drum* has the patterns **V it into n that** and **it be V-ed into n that**.

- They drummed it into me that you were not to know.

**2.2 V it to n to-inf**

The verb is followed by *it*, a prepositional phrase beginning with *to*, and a to-infinitive clause. The prepositional phrase usually indicates a human being, but in the case of *owe* it may be a country or institution.
• You just shut your eyes, and left it to the other people to clear up the mess!
• I owe it to my country to fight for what's right.

In the case of leave, there is a passive pattern \textit{it be V-ed to n to-inf}, where \textit{it} is the Subject of the clause.

• \textit{It was left to him to assess the needs of the various underground groups and disperse the cash according to these needs.}

In the case of owe, the noun group is often a reflexive pronoun. This pattern is \textit{V it to pron-refl to-inf}.

• You were born to be happy and healthy and you owe it to yourself to achieve this goal.

\textit{leave owe}

Pattern group 3: \textit{V it as n/adj clause}

There are three patterns in this group, each consisting of the verb, \textit{it}, a prepositional phrase which consists of \textit{as} and a noun group or an adjective group, and a type of clause:

• 3.1 \textit{V it as n/adj} that \textit{He regards it as significant that the Government is suggesting cuts.} 3.2 \textit{V it as n/adj to-inf} \textit{They accept it as their responsibility to educate the public.} 3.3 \textit{V it as n/adj when/if} \textit{He would take it as an insult if I left.}

3.1 \textit{V it as n/adj} that

The verb is followed by \textit{it}, a prepositional phrase which consists of \textit{as} and a noun group or an adjective group, and a that-clause.

Most of the verbs with this pattern are concerned with how someone sees or interprets a situation.

• Have we grown up accepting it as fact that there always have been and always will be starving children in Africa?
• I regard it as an affront to civil liberty that any person going about his lawful business should be stopped randomly by any authority.
• I see it as a serious flaw that a report can have that kind of ambiguity.

The passive pattern is \textit{it be V-ed as n/adj that}, where \textit{it} is the Subject of the clause. 546 \textit{It is}
seen as ironic that after saying he was the only person who could hold the country together, he is now trying to create a federation.

There is one other verb with this pattern. The preposition *as* is followed by a noun group, not an adjective group.

- **The professor** has given it as his opinion that the expedition took place about the era of Magnus Maximus (380-390).

3.2 V *it* as n/adj to-inf

The verb is followed by *it*, a prepositional phrase which consists of *as* and a noun group or an adjective group, and a to-infinitive clause.

Verbs with this pattern are concerned with how someone sees or interprets an action or state.

- **The Romans** regarded it as undignified to compete naked in front of spectators.
- **He** saw it as his duty to further the aims of the Party.
- **They say the West** views it as legitimate to intervene in areas where they feel their economic interests are threatened.

The passive pattern is *it* be V-ed as n/adj to-inf, where *it* is the Subject of the clause.

- **In the late 1980s**, it was regarded as almost trendy to be a non-stop single-minded workaholic yuppy.

3.3 V *it* as n/adj when/if

The verb is followed by *it*, a prepositional phrase which consists of *as* and a noun group or adjective group, and a clause beginning with *when* or *if*.

Verbs with this pattern are concerned with how someone sees or interprets a situation or possible situation. These verbs have no equivalent passive pattern.

- I take it as a compliment when people call me aggressive.
- The public expect us to have three finalists in every championship and view it as abnormal when we don't.
Pattern group 4: V it n clause

There are three patterns in this group, each consisting of the verb, it, a noun group, and a type of clause.

547 4.1 V it n that I thought it a pity that she didn't get the job. 4.2 V it n to-inf They felt it their duty to visit her in hospital. 4.3 V it n when/if I'd consider it a compliment if you accepted.

4.1 V it n that

The verb is followed by it, a noun group, and a that-clause.

Most of the verbs with this pattern are concerned with how someone evaluates or judges a situation.

- The pilot called it a miracle that no one was killed.
- He considered it a good thing that the parliaments would be involved.
- Ann felt it an injustice that she had been automatically blamed.
- Tom thought it a tragedy that she had settled for marrying Joe Scully.

These verbs are occasionally used in the passive with this pattern. The passive pattern is it be V-ed n that, where it is the Subject of the clause.

- There were a number of new faces there and so it was thought a good idea that we all just say who we are beforehand.

There is one other verb with this pattern.

- If you are getting a mortgage, the lender will make it a condition of the loan that the property is insured, and will usually arrange cover.

4.2 V it n to-inf

The verb is followed by it, a noun group, and a to-infinitive clause.

Most of the verbs with this pattern are concerned with how someone evaluates or judges a situation.
- Drivers still **consider** it a challenge to negotiate the long, desolate stretches of road with few services.
- I **deemed** it a great honor to be granted an interview with him.
- I sometimes **find** it a strain to be responsible for the mortgage and household bills each month.

The passive pattern is **it be V-ed n to-inf**, where it is the Subject of the clause.

- **It is considered** a snub to leave work before the most senior person.

There is one other verb with this pattern. This verb has no equivalent passive pattern.

- **He has always made it his business to know about these things.**

548 **make**

4.3 V it n when/if

The verb is followed by it, a noun group, and a clause beginning with when or if.

Most of the verbs with this pattern are concerned with how someone evaluates or judges a situation or possible situation.

- **I would consider it a favour if you would ask me home again next weekend.**
- **She said she would not find it a problem if she never appeared on TV again.**

The passive pattern is **it be V-ed n when/if**, where it is the Subject of the clause.

- **America's divorce rate may be falling while Japan's is rising, but it would be considered a major social triumph if Americans stayed married as enthusiastically as Japanese still do.**

Pattern group 5: V it adj clause

There are four patterns in this group, each consisting of the verb, it, an adjective group, and a type of clause.
- 5.1 V it adj that He made it clear that he would not negotiate. 5.2 V it adj to-inf I find it hard to understand your motives. 5.3 V it adj wh He left it unclear whether he would resign or not. 5.4 V it adj when/if I think it best if you tell him the truth.

5.1 V it adj that

The verb is followed by it, an adjective group, and a that-clause.

Most of the verbs with this pattern are concerned with how someone evaluates or judges a situation.

- Although people have believed it possible that planets exist orbiting around suns similar to our own, it has been thought unlikely that neutron stars would have their own planets.
- I consider it essential that the photographer should do his own printing.
- I find it remarkable that my lad seems unaffected by the insecurity he’s lived with for most of his life.
- Having been fortunate enough to see his immaculate garden, I think it highly unlikely that he shares my relaxed approach to weeds.

The passive pattern is it be V-ed adj that, where it is the Subject of the clause.

- It is considered unlikely that any of the Cabinet changes will represent any major changes in policy.

549 There is one other verb with this pattern, make. The adjective that most frequently occurs with this verb is clear.

- From the very beginning he had made it clear that he did not have marriage in mind.

The passive pattern is it be V-ed adj that, where it is the Subject of the clause.

- It was made clear that there was no place for superstition in the new society.

5.2 V it adj to-inf

The verb is followed by it, an adjective group, and a to-infinitive clause.

Verbs with this pattern belong to the following meaning groups:
1 The `call' group

These verbs are concerned with how someone evaluates or judges an action or state. We include here declare and rule, which involve someone in authority making an official statement, usually that something is illegal.

- The Senator **calls** it wasteful to give free immunizations to those who can afford to pay.
- They **deem** it more important to privatise state property quickly than to settle in advance the details of a market economy.
- He suspected that Samantha had attended such parties previously and had not felt it necessary to tell him.
- Most people **find** it hard to understand how living with one's own children could be lonely.
- She dodged into the nearest toilet and remained there until she **judged** it safe to emerge.
- Courts in Scotland **have ruled** it illegal to clamp a car parked on private ground and then to demand a fine.

The passive pattern is **it be V-ed adj to-inf**, where **it** is the Subject of the clause.

- An official source said `It **has been felt** necessary to remove the five secretaries in order to maintain administrative discipline.'

2 The `make' group

These verbs are concerned with causing a particular situation.

- The reflection of the sun on the surface of the water **made** it impossible to see the bottom.
- He argues that federal subsidies **have rendered** it hard to differentiate between good farmers and bad.

The passive pattern is **it be V-ed adj to-inf**, where **it** is the Subject of the clause.

- **It should be made** impossible to overrule a minority with anything less than 75% of the votes in the Council of Ministers.

3 Verbs with other meanings
There is one other verb with this pattern.

- Neil Mitchell, of Friends of the Earth: 'We *haven't left it too late to survive, but we've left it too late to have the world as we used to know it.*'

\[ \text{leave} \]

5.3 \( V \) \( it \) \( \text{adj wh} \)

The verb is followed by \( it \), an adjective group, and a wh-clause.

These verbs are concerned with leaving a situation unclear or doubtful, or making it clear or obvious.

- The failure of many republics to take part *leaves it unclear whether any laws passed by this new Parliament will be valid throughout the country.*
- On the very first day, the United Nations *made it absolutely clear what he should do.*

The passive pattern is *it be V-ed adj wh*, where \( it \) is the Subject of the clause.

- It has not been made clear whether the invitation was extended before or after the coup.

\[ \text{leave make} \]

5.4 \( V \) \( it \) \( \text{adj when/if} \)

The verb is followed by \( it \), an adjective group, and a clause beginning with *when* or *if*.

Most of the verbs with this pattern are concerned with how someone evaluates or judges a situation or possible situation.

- I *find it ridiculous when people keep analysing their marriage, forever questioning whether it will turn out to be a success.*
- I *think it best if you leave at once.*

The passive pattern is *it be V-ed adj when/if*, where \( it \) is the Subject of the clause.

- It is considered even better if preventative health care for a child begins before the child is born.

\[ \text{consider find think} \]
Other phrases

The following fairly fixed phrases also have introductory it as Object.

- *I had it in mind to write a book about how much one should strive for perfection.*
- *Officials let it be known that they were hoping to get more than two thirds of the members together.*
- *I wouldn’t put it past your father to insist that this behaviour is kept secret from you.*
- *The institutions simply took it for granted that the debtor countries should honour their debts in full.*

551 We grabbed sleep when we could and *took it in turns to keep watch.* In the phrase *see to it that*, the prepositional phrase to it is the prepositional Object.

- *Lennie stopped the concert, shouted for a doctor, and saw to it that the player was given medical attention.*

3 General it as Subject

Sometimes the pronoun it does not refer to something that has been explicitly mentioned, and does not point forwards to a clause giving new information. In these cases, either it does not refer to anything at all, or it refers very vaguely to the general situation. We call this *general it.* In all the patterns described in this section, *general it* is the Subject.

1 it V

The verb can be used on its own, without anything following it.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>'s raining.</td>
</tr>
<tr>
<td>it</td>
<td>snowed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjunct (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>all afternoon.</td>
</tr>
</tbody>
</table>

Verbs with this pattern are all concerned with the weather.

- *Outside it was drizzling steadily and the city looked grey.*

There is one phrasal verb with this pattern. The pattern is *it V P.*

- *It will brighten up in the next few days.*
The to-infinitive form of these verbs is sometimes part of a **complex verb group, in phase**
with another verb such as **begin** or **come on**.

- **It began to snow.**
- **It was coming on to rain** when finally Mac's lorry arrived.

<table>
<thead>
<tr>
<th>drizzle</th>
<th>freeze</th>
<th>hail</th>
<th>pour</th>
<th>rain</th>
<th>snow</th>
<th>be spitting</th>
<th>thunder</th>
</tr>
</thead>
<tbody>
<tr>
<td>brighten up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The verb **pour** is sometimes followed by the prepositional phrase **with rain**. This pattern is **it V with rain**. Two other verbs have this pattern but do not have the pattern **it V**.

- **If it hadn’t been bucketing down with rain**, I would have had a glorious view of Bantry Bay from my bedroom window.
- **It was pouring with rain** and rivers of brick-coloured water ran down the streets.

<table>
<thead>
<tr>
<th>pelt</th>
<th>pour</th>
</tr>
</thead>
<tbody>
<tr>
<td>bucket down</td>
<td></td>
</tr>
</tbody>
</table>

**2 it V adj**

The verb is followed by an adjective group.

<table>
<thead>
<tr>
<th>it</th>
<th>Verb group</th>
<th>adjective group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Complement</td>
</tr>
<tr>
<td>It</td>
<td>was</td>
<td>very windy.</td>
</tr>
</tbody>
</table>

Most of the verbs with this pattern are used when indicating what the weather, the temperature, or the light is like.

- **It was chilly**, and he was glad of his coat and scarf.
- **It was hot and stuffy** in the classroom even though two of the windows had been opened.
- **We arrived just as it was getting dark.**

There is one phrasal verb with this pattern, **turn out**. The pattern is **it V P adj**. The adjective is usually **nice**.

- **If we forecast bad weather and it turns out nice**, nobody accuses us of getting it wrong.

One verb, **get 1.15**, is used with the adjective **late**.
• *Well, it's getting late.* I guess your wife will be wondering where you are.

  **be get**

  **turn out**

  *3 it V adj prep/adv*

  The verb is followed by an adjective group and a prepositional phrase or adverb group. The prepositional phrase or adverb group is an Adjunct.

  There is one verb with this pattern, *be*. It is used to indicate your opinion of being in a place.

  • *It's nice here.*
  • *It was awful in hospital.*

  **be**

  *4 it V n*

  The verb is followed by a noun group. In the case of *be* and *come*, the noun group is the Complement; in the case of *be blowing*, it is the Object.

  There are three verbs with this pattern.

  • *It was four o'clock in the morning.*
  • *We get called out in all weathers - usually when it's blowing a gale.*
  • *When it came time to think about a new career path, he was at a loss.*

  **be be blowing come**

  *553*

  *5 it V to n*

  The verb is followed by a prepositional phrase which consists of *to* and a noun group. The prepositional phrase is the prepositional Object.

  Two senses of the verb *get* have this pattern.

  • *It got to the point where we just couldn't bear to be in the same room as each other.*
  • *Then it got to 3.30, 4.30. Eventually at 6 o'clock my eldest son was getting fidgety.*

  There is one phrasal verb with this pattern, *come down*. The pattern is *it V P to n/wh.*
• **It comes down to business.** I'd love to play but I have too many commitments.

• **At the end of the day it comes down to whether you are delivering your product to the customer at the right price at the right time.**

---

The verb *get* also has the pattern *it V towards n.*

• **It was getting towards evening when we got back.**

### 6 *it V prep/adv that*

The verb is followed by a prepositional phrase or an adverb group, and a that-clause.

There is only one verb with this pattern. It is used when indicating what is written somewhere.

• **It says here they have live music.**

### say

This verb also has the pattern *it V prep/adv with quote.* The verb is used with a quote clause, which can come before the Subject or after the prepositional phrase or adverb group.

• *'If we cannot compete, we can achieve nothing,' it says in a recent report from the European Round Table of Industrialists.*

### 4 General *it as Object*

In all the patterns described in this section, **general it** is the Object. Many of these combinations of a verb and *it* are sometimes considered to be phrases. Most of them are informal English.

### 1 V *it*

The verb is followed by *it.*
They didn't make it.

Don't push it.

Phrasal verbs: V it P

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>it</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>'s coming</td>
<td>it</td>
<td>in.</td>
</tr>
<tr>
<td>Cut</td>
<td>it</td>
<td>out!</td>
<td></td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:

1 THE ´CUT IT OUT` GROUP  2 THE ´LEG IT` GROUP  3 THE ´BLOW IT` AND ´MAKE IT` GROUP

1 The ´cut it out' group

These verbs are concerned with stopping doing something. We include here snuff it, which means 'die' and end it all, which means 'kill yourself'.

- 'One of them was so bad,' said Chernikov, 'we thought he had snuffed it.'

The verbs cool, hold, cut out, and knock off are always or usually used in the imperative.

- 'I'm warning you, Fatso,' his persecutor said. 'Cut it out. Or else.'
- 'Hold it, Mom. Better not call the cops,' Frank said quickly.

The verbs end, chuck in, and chuck up are always or usually used with it all, rather than it.

- I wouldn't fall on the floor in surprise if he suddenly announced one day that he was chucking it all up.
- I'd just had enough, and I just wanted to end it all.

2 The ´leg it' group

These verbs indicate that someone leaves a place.

- It's already past your bedtime. Hop it.
- One of them pulled a Thompson sub-machine gun from inside his coat and suddenly all hell
broke loose. Well, I *legged* it.

The `blow it' and `make it' group

These verbs are concerned with failure, success, and risk-taking.

- The moment I faced him all your years of teaching went down the drain. I'm afraid I *blew* it.
- Andy knew there would be random testing. I cannot believe he *would have chanced* it.
- You'll *make* it, don't worry.
- A drink or two is fine but *don't overdo* it.

The `rough it' group

These verbs indicate how comfortable or well-off someone is.

- But if you are prepared to *rough* it then make the trek over to the Rocky Shore and try from there.
- He left Washington and he's now in Hawaii, *living it up* on his share of the money.

Verbs with other meanings

There are a number of other verbs which have this pattern.

- And if you are caught or if people complain, simply argue that 'everyone does it' and *brazen it out*.
- They come up for sentence early next week, and *won't they cop it*?
- They *were* just *trying it on*, applying a little pressure in the hope that they would squeeze something out of me.
- *Watch it*, Sam. You're going to spill that if you're not careful.

The verb *say* is followed by *it all*, rather than *it*.

- Their blank looks *say it all*.
brazen out camp up (see camp 8) hurry up keep up (see keep 25) stick out sweat out (see sweat 6) try on

Productive uses
It is used after various swear words, in the imperative form, to form exclamations, for example damn it and bugger it.

2 pl-n V it P; V it P with n

All these verbs are reciprocal verbs (see Chapter 6). They have two patterns:

- **pl-n V it P**: The verb is used with a plural Subject and is followed by it and a particle.
- **V it P with n**: The verb is used with a Subject referring to one participant and followed by it, a particle, and a prepositional phrase beginning with with which indicates the other participant. 556

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>it</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>She and her mother</td>
<td>made</td>
<td>it</td>
<td>up</td>
</tr>
<tr>
<td>Reformers and conservatives</td>
<td>slugged</td>
<td>it</td>
<td>out</td>
</tr>
</tbody>
</table>

V it P with n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb group</th>
<th>it</th>
<th>Particle</th>
<th>with</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'ll make</td>
<td>it</td>
<td>up</td>
<td>with</td>
<td>him</td>
</tr>
<tr>
<td>He</td>
<td>tries to slug</td>
<td>it</td>
<td>out</td>
<td>with</td>
<td>bigger, stronger men.</td>
</tr>
</tbody>
</table>

Verbs with this combination of patterns belong to the following meaning groups:

1 The `battle it out' group

These verbs are concerned with fighting, competing, or arguing.

The two men who will now battle it out for the post of President used to be close allies. He flew in specially for the sale and battled it out with a telephone bidder.

2 The `hit it off' group

These verbs are concerned with having, beginning, or ending a relationship.
In a second interview she did admit to being his girlfriend but claimed they broke it off after his engagement. I believed she was about to break it off with me. Despite an age gap of more than 30 years, they hit it off straight away. Introductions had already been made, and he saw that Colonel Johns had hit it off with Mr Clark. 

3 V it prep/adv

The verb is followed by it and a prepositional phrase or adverb group. The prepositional phrase or adverb group is an Adjunct.

Verbs with this pattern belong to the following meaning groups:

557
1 The `hot-foot' group

These verbs indicate that someone goes somewhere.

- Seconds later a cacophony of sirens began and I hot-footed it home.

2 The `love' and `hate' group

These verbs indicate someone's opinion of being in a place.

- My family hated it in Southampton.
- I love it here. Everybody is so polite.

4 V it adj/adv

The verb is followed by it and an adjective group or adverb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>could strike</td>
<td>it</td>
<td>lucky.</td>
</tr>
</tbody>
</table>

Verbs with this pattern belong to the following meaning groups:
1 The `strike it rich' group

These verbs indicate that someone is successful or lucky.

In the case of strike, the word after it is lucky or rich.

- She says the graduates' perception is that commerce offers more opportunities to strike it rich.

In the case of make, the word after it is always big.

- He warned Dean his private life would disappear if he made it big as an actor.

2 The `play it cool' group

These verbs are concerned with behaviour.

- Do you play it cool after the first date?

In the case of make, the word after it is always snappy. Make is usually used in the imperative. The adjective is an Object Complement.

- `Make it snappy! I've got a deadline.'

In the case of take, the word after it is always easy.

- The seven astronauts aboard the space shuttle Columbia are taking it easy today, following six full days of medical research.

558 There is one phrasal verb with this pattern, lay on. The pattern is V it P adj/adv. The word after the particle is always thick or thickly.

- Don't lay it on too thick, but make sure they are flattered enough to take up an invitation to meet their 'admirer'.

make (see big 10) strike
make (see snappy 4) play take (see easy 13)
lay on (see lay 1.11)
The verb is followed by *it* and a noun group. The noun group is the Object Complement.

There are two verbs with this pattern. The verb *call* is used with *a day* or *quits* to indicate that someone stops doing something.

- *Maybe in ten years or so when I'm not winning any more I'll call it a day and retire.*

The verb *make* is used when indicating or asking the time.

- *'What time d'you make it?' 'Thirteen past.*'
  
In the case of *make* 6.1, the noun group following *it* is always an *amount*. This pattern is *V it amount*.

- *She heard Sam ask, 'How many shots has she got left?' and Paul answer, 'I make it two.'*

The verb is followed by *it* and the `-ed' form of another verb.

There is only one verb with this pattern, *have*. The `-ed' form is always *made*.

- *Sure I had to help her. I had a job, didn't I? Compared to her and everyone else in my family, I had it made.*

The verb is followed by *it* and the infinitive form of another verb.

There is only one verb with this pattern, *let*. It is followed by *it all* and the infinitive form *hang out*.

- *This was a chance for them to stretch - to explore different themes and let it all hang out.*
The verb is followed by *it* and a prepositional phrase beginning with *over*. The prepositional phrase is the prepositional Object.

559 There is only one verb with this pattern.

- *In Egypt priests were a privileged class, lording it over common folk.*

  lord

  9 V *it to n*

  The verb is followed by *it* and a prepositional phrase beginning with *to*. The prepositional phrase is the prepositional Object.

  There is only one verb with this pattern.

- *I have to hand it to you, you do have a knack for making plans.*

  (have to) hand

  10 V *it P P n*

  The verb is followed by *it*, two particles, and a noun group.

  There are two verbs with this pattern.

- *There are plenty of people who have it in for me. I know that. I've never gone out of my way to propitiate people.*
- *I know how badly I've behaved. I'd like to make it up to you, Cathy.*

  have in for (see have 3.14) make up to

  11 V prep *it*

  The verb is followed by a prepositional phrase ending in *it*. The preposition that comes after each verb is indicated in the list.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>prepositional Object</th>
<th><em>it</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ran</td>
<td>for</td>
<td><em>it</em>.</td>
</tr>
<tr>
<td>Snap</td>
<td></td>
<td>out of</td>
<td><em>it!</em>.</td>
</tr>
</tbody>
</table>

Verbs with this pattern have a variety of meanings.
- If anyone can do this range of distances, Morceli can. He should go for it while he's at the right age.
- Did he actually say, 'Just give me five years and we'll be rolling in it'?
- We'll have to step on it to get to Winchester by eight.

The verb wait is used only in the imperative.

- It is a 10-second advertisement for a new magazine about feelings and emotions, which is called, wait for it, 'Let's Share'.

There is one phrasal verb with this pattern, get away. Its pattern is V P from it all.

- It is a favorite retreat of power brokers, the social, and the celebrated who want to get away from it all.

560 go (for it) keep (at it) be rolling (in it) run (for it) snap (out of it) step (on it) wait (for it) get away (from it all)

12 V n for it

The verb is followed by a noun group and the prepositional phrase for it.

There is only one verb with this pattern.

- The two men made a run for it as Sally Wright shouted: 'Stop, thief!'

make (see bolt 10, break 31 run 50)
In this chapter we describe verb patterns in which the Subject or Object is always the word it. In these patterns it has two basic uses. It may function as a 'dummy' Subject or Object pointing forward to a clause somewhere else in the sentence, in which case we call it introductory it. Or it may refer vaguely to a general situation, and not point anywhere else in the sentence. In this case we call it general it. This chapter contains the following sections: 1 Introductory it as Subject 2 Introductory it as Object 3 General it as Subject 4 General it as Object 1 Introductory it as Subject In all the patterns described here, the clause begins with introductory it, which is the Subject of the clause. Although it is the Subject, it does not contribute to the meaning of the clause, and is often known as a 'dummy' Subject. English prefers to have old information at the beginning of a clause and new information at the end of a clause. If a clause does not
Chapter 10: Patterns with *there*

There are two verb patterns that begin with the word *there*. Like introductory *it*, *there* does not carry any meaning in these patterns. English prefers to have old information at the beginning of a clause and new information at the end of a clause. If a clause does not contain any old information, having *there* at the beginning allows all the new information to be placed at the end of a clause. For example, the clause *There were lizards on the floor* has two pieces of new information: *lizards* and *on the floor*. You could say *Some lizards were on the floor*, but then some of the new information would be at the beginning of the clause. In the clause beginning with *there*, none of the new information comes at the beginning of the clause.

There are two ways of forming a negative in patterns with *there*. The verb may be made negative, for example with *not*, or the noun group may be made negative, for example with *no*. You can say *There wasn't any evidence* or *There was no evidence*.

The two patterns beginning with *there* are:

- **Pattern I:** *there V n*
  
  *There was no hope.*

- **Pattern II:** *there V n prep/adv*
  
  *There are dangers here.*

The verb *be* is by far the most frequent of the verbs that have these patterns.

**Pattern I: *there V n***

The verb follows *there* and is followed by a noun group.

The noun group is the Subject. It agrees in number with the verb group: if the noun group is singular, the verb group is singular, and if the noun group is plural, the verb group is plural. However, if the noun group is a co-ordinated noun group, the verb group remains singular, as in *There is a computer, a printer, and a photo-copying machine.*

<table>
<thead>
<tr>
<th><em>there</em></th>
<th>Verb group</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There</strong></td>
<td><strong>Verb</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>There</td>
<td>appeared</td>
<td>a completely new problem.</td>
</tr>
<tr>
<td>There</td>
<td>was</td>
<td>no moon</td>
</tr>
<tr>
<td>There</td>
<td>remain</td>
<td>deep differences.</td>
</tr>
<tr>
<td>There</td>
<td>seems</td>
<td>little hope of success.</td>
</tr>
</tbody>
</table>
The noun group is usually indefinite: it begins with a determiner such as a or some, or a quantifier such as any or a few. If the noun group is plural, there is often no determiner at all. When the noun group is definite, beginning with a determiner such as the, this may be for one of three reasons:

1. It is used to change to a topic that is new in the conversation or writing but already known to the hearer or reader. The sentence often begins with And, Firstly, or Then.

- And then **there is the leadership crisis**.

2. It is used when the noun group must be definite, for example because it includes a superlative adjective.

- **You have to send your horses where there are the best opportunities** and that often means overseas.

3. It is used with always to indicate that something good or bad may happen, or that the hearer or reader has the opportunity to do something.

- **Be positive. There is always the chance that it may get better.**
- **There is always the risk of a more serious injury** if you use a spray.
- **And, of course, there is always the `off' button.** You can always turn the television off.

In this pattern the noun group often includes a clause such as a relative clause, a that-clause, or a to-infinitive clause, or an adjective group following the noun. When the head of the noun group is a pronoun such as enough, little, or more, there is usually a clause following the pronoun.

- **Granted there are a great many who are extremely lean and wiry,** but others can certainly become overweight.
- **Are there any exercises that will achieve this?**
- **They get pleasure from the thought that there are whales swimming freely about.**
- **In every love affair or marriage there comes a time when romance abates and only compatibility, affection, generosity and goodwill hold it all together.**
- **And there are signs that the richer nations are waking up to the broader problem.**
- **There was something strange about the flickering blue light.**
- **There are only 100 places available,** so book now.
- **There is never enough to go round** and tempers are frayed.

The noun group may be the `-ing' form of a verb. In this case, it is always negative.
There's no denying that beautiful make-up looks better on beautiful skin.

Verbs with this pattern belong to the following meaning groups:

I.1 The 'be' group

These verbs are concerned with something existing or something happening. We include here follow, which indicates that something happens after something else.

- Thousands are wounded. Yet there appears little early prospect of a mass evacuation.
- Was there any genuine prejudice?
- Although there is no certain evidence to prove the origins of Gypsies, the earliest are usually thought to have moved westwards from India about nine centuries ago.
- There exist some absolute limits to what human beings can know about their surroundings.
- There followed months of research.
- There remains one difficulty: how to describe the new wines from South Africa.

The verb seem is usually followed by a noun group beginning with little or no, or with the pronoun nothing.

- There seems little point in adopting a different system.

The verb be is often used with a modal verb such as may, with a phrasal modal verb such as be bound to or be supposed to (see Chapter 11), or with a phrase with an adjective group such as be certain/likely/sure/unlikely to.

- There was bound to be an increase in job losses.
- There was certain to be speculation.

563 The to-infinitive form of the verb be is often used following a verb such as appear, continue, happen, need, seem, or tend, or following the passive of a verb such as believe, estimate, expect, know, reckon, report, rumour; say; see; think; or understand. The two verbs are in phase and form a complex verb group. The to-infinitive form of the verb exist is sometimes used with appear and seem.
There appeared to be no progress following today's talks.
There are reckoned to be thirty-seven different groups.
There were understood to be no injuries.
There seems to exist a large and impressive body of evidence that points to reincarnation.

I.2 The 'emerge' group

These verbs are concerned with something coming into existence or starting to be seen.

Then there appear a number of teachers with circles of devotees and students.
There arises no question of loyalty to one's employers.
There emerges a picture of a woman who cares deeply for her man.

appear arise come develop emerge grow

grow up

Pattern II: there V n prep/adv

The verb follows there and is followed by a noun group. There is also a prepositional phrase or adverb group which usually comes after the noun group. Most of these verbs also have the pattern there V n.

The noun group is the Subject and the prepositional phrase or adverb group is an Adjunct.

<table>
<thead>
<tr>
<th>there</th>
<th>Verb group</th>
<th>noun group</th>
<th>prep. phrase or adverb group</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>was</td>
<td>no one</td>
<td>there.</td>
</tr>
<tr>
<td>There</td>
<td>occurs</td>
<td>discord</td>
<td>in the marriage.</td>
</tr>
<tr>
<td>There</td>
<td>remained</td>
<td>a risk</td>
<td>in such a situation.</td>
</tr>
</tbody>
</table>

Sometimes the prepositional phrase or adverb group comes before there, as in For every action there is an equal and opposite reaction, or after the verb, as in There was in the flat an ancient wood-burning stove.

The noun group is usually indefinite: if it is singular it begins with a determiner such as a or some, or a quantifier such as any or a few. If the noun group is plural, there is often no determiner at all, as the clause There are schools that will have to close.

Verbs with this pattern belong to the following meaning groups:

II.1 The 'be' group
These verbs are concerned with something existing or something happening. This is a productive use: any verb which indicates where someone or something is, or how they move, can be used with this pattern, for example *Near our camp there flowed a beautiful stream*. We include in the list here those verbs, such as *lie* and *stand*, which are most frequently used in this way.

564 I just think there are great sources of pain in everyone.

- In Brighton there exists an ancient custom of playing a Boxing Day game of bowls using oranges.
- There seemed a note of venom in what he said.

In the case of *lie*, *stand*, and other verbs used productively in this way, the prepositional phrase or adverb group usually comes immediately after the verb or at the beginning of the clause, rather than after the noun group.

- There lay between them something unspoken.
- At one end of the room there stood a grand piano.

*be exist lie occur remain seem stand*

The verb *be* is often used with a modal verb, such as *may*, with a phrasal modal, such as *be bound to* or *be supposed to*, or with a phrase with an adjective group, such as *be certain/likely/sure/unlikely to*.

- There may be a deeper truth here.
- There's supposed to be a state of emergency in the city.

The to-infinitive form of the verb *be* is often used following *appear* or *seem*, or following the passive of a verb such as *believe, estimate, expect, know, reckon, report, rumour, say, see, think, or understand*. The two verbs are in phase and form a complex verb group.

- There appeared to be a woman in the car, accompanied by a man.
- There were reported to be wounded on both sides.

II.2 The ‘emerge’ group

These verbs are concerned with something coming into existence or starting to be seen.

- There appeared another little girl in her fantasy.
From amidst the disillusioned masses there **arose** a man who was to change the face of twentieth century history.

Out of all this there **emerged** many things that were positive, if also uncomfortable.
There are two verb patterns that begin with the word there. Like introductory it, there does not carry any meaning in these patterns. English prefers to have old information at the beginning of a clause and new information at the end of a clause. If a clause does not contain any old information, having there at the beginning allows all the new information to be placed at the end of a clause. For example, the clause There were lizards on the floor has two pieces of new information: lizards and on the floor. You could say Some lizards were on the floor, but then some of the new information would be at the beginning of the clause. In the clause beginning with there, none of the new information comes at the beginning of the clause. There are two ways of forming a negative in patterns with there. The verb may be made negative, for example with not, or the noun group may be made negative, for example with no. You can say There wasn't any evidence or There
Chapter 11: Auxiliaries, Modals, and Phrasal Modals

In this chapter we describe the patterns of two kinds of verbs which form part of the verb group: auxiliaries and modals. We also include here phrasal modals, that is, phrases which behave like modal verbs. This chapter contains:

- 1 Auxiliary verbs: be, do, get, and have 2 Modal verbs e.g. may, must, should, will 3 Phrasal modals e.g. be able to, had better, would rather

1 Auxiliaries

There are four verbs which are sometimes auxiliary verbs: be, do, get, and have. They are used mainly to add meaning to a main verb, for example by forming a continuous tense, a passive, a negative, or an interrogative. They are also used to add meaning to a clause, for example by helping to form question tags.

Like other verbs, auxiliaries have tenses, some of which are formed with other auxiliaries. For example, in the clause She has been singing for two hours, the auxiliary be is used in the pattern AUX -ing, that is, been singing. However, the auxiliary be itself has a tense formed by the auxiliary have in the pattern AUX -ed, that is, has been.

Another example is the clause Our boat was being thrown around like a toy, where the auxiliary be is used in the passive pattern AUX -ed, that is, being thrown. However, that auxiliary itself has a tense formed by the auxiliary be in the pattern AUX -ing, that is, was being. The verb group in this clause therefore contains two forms of the auxiliary verb be.

Looking at this from another point of view, when an auxiliary is followed by an `-ing' form, an `-ed' form, or a to-infinitive form, that form may itself be that of an auxiliary verb which is followed by another verb. For example, in the clause She has been arrested, the auxiliary have is used in the pattern AUX -ed, that is, has been. However, be is also an auxiliary, used here in the pattern AUX -ed, that is, been arrested.

In this chapter, we use the terms `-ing' form, `-ed' form, and to-infinitive form to indicate either a single main verb with that form, such as liking, liked, or to like, or an auxiliary with that form
together with the main verb following it, such as being liked, been liked, or to be liked.

Auxiliary verbs are made negative by putting not after them, as in She is not swimming, They did not know, or He has not written to you. In spoken English and informal written English, not is usually contracted to n't and is added to the auxiliary: He hasn't written to you.

The interrogative of verb groups formed with auxiliary verbs is made by placing the Subject after the auxiliary verb, as in Is she swimming? or Has he not written to you?. If the n't form of the negative is used, the Subject comes after that: Hasn't he written to you?

Auxiliary verbs have the following patterns:

* AUX -ing

*He is swimming.*

*AUX to-inf

*She is to arrive at six.*

*AUX neg inf

*Don't go!*

*AUX n inf

*Did they remember?*

*AUX inf

*Do come in.*

*AUX -ed

*She got knocked down.*

*AUX

*She's probably earning more than I am.*

*cl AUX n

*She hasn't finished, has she?*

*so/nor/neither AUX n

...so do I.

*AUX n -ed

*Had I known...
AUX -ing

The auxiliary verb be is followed by the `-ing' form of another verb. The auxiliary and the other verb together form the verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary</th>
<th>-ing form</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>being punished.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>driving</td>
<td>too quickly.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>writing</td>
<td>a novel.</td>
</tr>
</tbody>
</table>

This pattern is used to form continuous tenses.

- Darkness *was coming*, a pink glow above the rooftops.
- *He was being questioned* at a police station in London.
- Everybody *is complaining* about the recession.
- An air and sea rescue operation *has been going on* all day for the crew of a fishing trawler which sank in the English Channel.

AUX to-inf

The auxiliary verb be is followed by the to-infinitive form of another verb. The two verbs are *in phase* and form a complex verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>to-infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The talks</td>
<td>are</td>
<td>to begin</td>
<td>tomorrow.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>to be congratulated.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>to become</td>
<td>President.</td>
</tr>
</tbody>
</table>

This pattern is used to talk about something that will happen, something that should happen, something that would happen under certain conditions, or something that has happened, seen from the viewpoint of a time before it happened, and when it was not expected.

- The Prime Minister *is to get* a full briefing on the release of the hostages next week.
- She said if she didn't get back by six, *I was to call* the police.
- What *is to be done*?
- If you *were to rub* a piece of plastic with a cloth, you would produce static electricity.
- He needs to pull his socks up if *he is to make* a success of his England career.
Other reformers such as Thomas Spence, who was to become a more significant radical influence at a later date, substituted phonetic for conventional spellings in their writings.

**AUX neg inf**

The auxiliary verb *do* is followed by the negative *not* and the **bare infinitive** form of another verb. The auxiliary and the other verb together form the verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>negative</th>
<th>infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>did</td>
<td>not</td>
<td>like</td>
<td>cakes</td>
</tr>
<tr>
<td>Do</td>
<td>not</td>
<td>open</td>
<td>the box</td>
<td></td>
</tr>
</tbody>
</table>

This pattern with *do* is used to make negative forms of verbs in the simple present and the simple past tenses, and to make negative imperatives.

- Franklin **did not want** Wilson to resign.
- *He does not have* a name until much later in the story.
- **Don't ever call** this number again.

**AUX n inf**

The auxiliary verb *do* is followed by a noun group and the **bare infinitive** form of another verb. The auxiliary and the other verb together form the verb group. The noun group is the Subject.

<table>
<thead>
<tr>
<th>Auxiliary verb</th>
<th>noun group</th>
<th>infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb...</td>
<td>Subject</td>
<td>...Verb</td>
<td></td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td>like</td>
<td>chocolate?</td>
</tr>
<tr>
<td>Did</td>
<td>she</td>
<td>break</td>
<td>her leg?</td>
</tr>
</tbody>
</table>

This pattern with *do* is used to make questions with verbs in the simple present and the simple past tenses.

- *What do you mean?*

568 **Does** she love you?

- **Where did they find** the money?
AUX inf

The auxiliary verb *do* is followed by the **bare infinitive** of another verb. The auxiliary and the other verb together form the verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>do</td>
<td>understand.</td>
<td>do</td>
</tr>
<tr>
<td>Do</td>
<td>have</td>
<td>another</td>
<td>biscuit.</td>
</tr>
</tbody>
</table>

This pattern is used to add emphasis to a verb in the simple present or the simple past tense, for example because it contrasts with something that has previously been said or implied. It is also used to invite someone politely to do something.

- *He doesn't say too much, but what he does say either enhances the absurd humour or the spectacle.*
- *Well, as a matter of fact, I did want to talk to you about something.*
- **Do sit down.**

AUX -ed

The auxiliary verb is followed by the ' -ed' form of another verb. The auxiliary and the other verb together form the verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>-ed form</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>were</td>
<td>eaten</td>
<td>by rats.</td>
</tr>
<tr>
<td>We</td>
<td>got</td>
<td>married</td>
<td>in September.</td>
</tr>
<tr>
<td>He</td>
<td>has</td>
<td>finished</td>
<td>his work.</td>
</tr>
</tbody>
</table>

This pattern has four uses.

1 The auxiliaries *be* and *get* are used with this pattern to form the passive. *Be* is used much more frequently in this way than *get.*

- **Doctors believe more research is needed into the spread of the disease.**
- **No suspects have been picked up yet by police.**
- *'Did I get you into trouble?‘ she asked. He laughed. 'No. I got teased a bit,' he added.*

2 The auxiliary *have* is used with this pattern to form perfect tenses.
Mount Pinatubo has blanketed the countryside with volcanic ash, up to half a meter deep.

Jupe picked one of the magazines up and leafed through it. Someone had inserted a slip of paper halfway through to mark a place.

Having established his business in San Francisco in the 1960s, he travelled to England with the simple objective of catching up with contemporary British design.

The verb have is also used with the `'-ed' form of the auxiliary be to form perfect continuous tenses. This pattern is AUX been -ing.

So far Indonesia has been accepting all boat people arriving on its shores - some twelve hundred each month.

569 3 The auxiliary get is used with this pattern, but without making a passive, to indicate that an action, usually something difficult, is successfully achieved. This is an informal use.

He spoke in a hasty, nervous way, as if once he had got started he was afraid that he might be interrupted.

Until I get warmed up it's difficult to run and there's pain.

4 The to-infinitive form of the auxiliary verb be is used with this pattern, usually with the verbs found, heard, or seen to indicate that people can find, hear, or see something somewhere.

Most of his works are to be found in the area around Arezzo.

There's hardly a tree to be seen.

The auxiliary verb is used with nothing following it, or with just not following it, when confirming or contradicting a statement, in short answers to questions, or following comparatives. This pattern is used with the auxiliaries be, do and have.

I'm keeping my piranhas,' Paul said. `No you're not,' said his mother. `Yes I am,' said Paul.

`Is Debbie coming to see us tomorrow?' `Yes, she is.'

`Governor Clinton never indicated during the campaign that he supported a gasoline tax.' `No, he didn't.'

You'd imagine that I'd learn with age but I don't.

`You've never even seen it!' `Yes I have,' snapped Betty.

My grandparents were very poor and they wanted their kids to do better than they had.
The auxiliary verb follows a clause and is followed by a noun group. The noun group is the Subject of the auxiliary verb. It is usually a personal pronoun.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Auxiliary verb</th>
<th>Noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>She isn't laughing,</td>
<td>is</td>
<td>she?</td>
</tr>
<tr>
<td>You live in Birmingham,</td>
<td>don't</td>
<td>you?</td>
</tr>
<tr>
<td>They hadn't been arrested,</td>
<td>had</td>
<td>they?</td>
</tr>
</tbody>
</table>

This pattern is used with *be, do, and have* to form question tags, which ask the hearer or reader to confirm a statement. A negative statement is always followed by a positive question tag. A positive statement may be followed by a negative or a positive question tag. A negative question tag following a positive statement indicates that the information is considered to be shared. A positive question tag following a positive statement indicates that the information is not considered to be shared, but is something that the hearer alone has the right to confirm or deny.

In the case of *be* and *have*, the clause before the question tag contains a verb group formed with *be* or *have* as an auxiliary. In the case of *do*, the clause contains a verb group formed with *do* as an auxiliary, or a verb without an auxiliary.

- *He isn't wearing shorts, is he?*
- *Ah, you're making an assumption there, are you?*
- *You liked Gil, didn't you?*
- *They'd moved up here before you were born, had they?*

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The auxiliary verb follows one of the conjunctions *so, nor, or neither* and is followed by a noun group. The noun group is the Subject of the auxiliary verb.

<table>
<thead>
<tr>
<th>So</th>
<th>Auxiliary verb</th>
<th>Noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nor</td>
<td>did</td>
<td>John.</td>
</tr>
<tr>
<td>Neither</td>
<td>had</td>
<td>they.</td>
</tr>
</tbody>
</table>

This pattern is used with *be, do, and have* to indicate a situation that is similar to one
mentioned in a previous clause, but with a different person involved.

- 'I'm working at home on Wednesday.' 'So am I.'
- He never spoke of my mother; nor did my aunt or my grandmother.
- 'I've never been to Alcatraz.' 'Neither have I.'

This pattern, with nor, is also used to confirm a previous clause. This is a formal use. In spoken English, the stress is on the auxiliary rather than the Subject.

- He confirmed there and then: 'I will never race again.' Nor did he.

AUX n -ed

The auxiliary verb had is followed by a noun group and the `-ed' form of another verb. The noun group is the Subject. This pattern is always used with another clause, which comes before or after this one.

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>noun group</th>
<th>-ed</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb...</td>
<td>Subject</td>
<td>...Verb</td>
<td>Completer</td>
</tr>
<tr>
<td>Had</td>
<td>I</td>
<td>known</td>
<td>her lines</td>
</tr>
<tr>
<td>Had</td>
<td>she</td>
<td>remembered</td>
<td></td>
</tr>
</tbody>
</table>

This pattern is used to indicate a situation that might have happened but did not. Its meaning is similar to the meaning of a clause beginning with if, but this pattern is more formal.

- The captain of the boat did not want to leave; he wanted to remain on his vessel and try and do something. Had he remained, he would have gone down with his boat.
- Kay didn't know of the affair he was having with a younger woman, but she probably would not have done anything about it had she known.

2 Modals

There are eleven modal verbs in English. They are used to add meaning to a main verb, for example to indicate how certain or possible something is, or how frequently something happens, or whether a course of action is recommended or allowed.

571 can|could|dare|may|might|must|need|shall|should|will|would

Unlike ordinary verbs and auxiliary verbs, modal verbs do not change their form depending on the Subject. For example, you say I must and He must.
Unlike ordinary verbs and auxiliary verbs, modal verbs do not change their form to indicate tense, although could, should, and would are sometimes considered to be the past equivalents of can, shall, and will. It is better, however, to think of these words as different verbs, not as different forms of the same verb, because they have very different meanings. The pattern **MODAL have -ed** is sometimes used to talk about something in the past, as in *She must have seen him*.

Modal verbs are made negative by putting not after them, as in *She might not be happy, or You should not go*. In spoken and informal written English, not is usually contracted to n't and is added to the modal: *You shouldn't go*. The negative form of can is cannot. In spoken and informal written English this is usually contracted to can't. Similarly, shall not is usually contracted to shan't and will not to won't.

The interrogative of verb groups formed with modal verbs is made by placing the Subject after the modal verb, as in *Might she be happy? or Should you not go?* If the n't form of the negative is used, the Subject comes after that: *Shouldn't you go?*

The modal verbs dare and need also occur as main verbs. In *He doesn't dare climb the tree, dare is a main verb, but in He dare not climb the tree, dare is a modal verb.*

There are two main patterns associated with modal verbs:

* **MODAL inf**

  *She must be mad.*

* **MODAL have -ed**

  *She must have missed the bus.*

**MODAL inf**

The modal verb is followed by the **bare infinitive** form of another verb. The two verbs together form the verb group. The bare infinitive may be be followed by an `'-ed' form or an `'-ing' form.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Modal verb</th>
<th>infinitive</th>
<th>Compleitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can’t</td>
<td>tell</td>
<td>you that.</td>
</tr>
<tr>
<td>She</td>
<td>could not</td>
<td>lie</td>
<td>to him.</td>
</tr>
<tr>
<td>We</td>
<td>may</td>
<td>be facing</td>
<td>a catastrophe.</td>
</tr>
<tr>
<td>Final decisions</td>
<td>shall</td>
<td>be taken</td>
<td>in the future.</td>
</tr>
<tr>
<td>The building</td>
<td>should</td>
<td>reopen</td>
<td>soon.</td>
</tr>
</tbody>
</table>
All the modal verbs are used with this pattern, with a variety of meanings. These include:

- expressing certainty or uncertainty about a situation e.g. could, might, must
- saying what sometimes happens e.g. can, may
- talking about an obligation e.g. must, need, should
- talking about ability e.g. can, could
- saying what someone dare do
- talking about future possibilities e.g. may, shall, will
- talking about permission e.g. can, may, might
- talking about something hypothetical e.g. should, would

- Insect stings can be nasty but they aren't usually dangerous.
- The British Airways desk clerk said she could not accept me on to the plane unless I showed my passport.
- We dare not let that happen again.
- And many thanks to Debbie Licorish for her calm manner and eye for detail. Finally, may I thank Tony Green for all his support and good humour during the most trying of times.
- Might I ask what you're doing here?
- He had decided she must have some idea of what was going on.
- Only those who have been misbehaving or who have something to hide need worry.
- If you don't want to talk to me, I shan't try to force you to.
- Maybe you should see a doctor, get something to help you sleep.
- So will interest rates keep rising?
- If this became known, he would be lucky to escape with his life.

**MODAL have -ed**

The modal verb is followed by have and the `-ed' form of another verb. The three verbs together form the verb group. The `-ed' form may be of the auxiliary verb be, with another verb following it. In this chapter we treat the auxiliary be and the following verb together as the `-ed' form. (See Section 1 above.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>have</th>
<th>-ed</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>must</td>
<td>have</td>
<td>forgotten</td>
<td>his lunch.</td>
</tr>
<tr>
<td>She</td>
<td>should</td>
<td>have</td>
<td>remembered</td>
<td>his name.</td>
</tr>
<tr>
<td>I</td>
<td>would</td>
<td>have</td>
<td>been told</td>
<td>earlier.</td>
</tr>
</tbody>
</table>

This pattern is used with all the modal verbs except dare, with a variety of meanings. These
include:

- drawing a conclusion about the past e.g. *can* (not), *may*
- drawing a conclusion about the present e.g. *will*, *would*
- talking about something that was possible but did not happen e.g. *could*, *might*
- talking about something that will be true in the future e.g. *shall*, *should*
- talking about something that you think was unnecessary or that you disapprove of e.g. *need* (not), *would* (not)

- *If Jane had shouted back, she *could* have *won* the day. Sadly, she didn't.*
- *The picture came out of a magazine or newspaper. Some kids got hold of it and it *may* have *been passed* around the school.*
- *If this had happened, he *might* have *drunk* less and been a better statesman.*
- *At one time Berti's place *must* have *been* part of the cottage.*
- *She *needn't* have *worried.*
- *I *would* never have *done* what they did.*

Other related patterns

In addition to the two patterns described above, modal verbs are used in two patterns that are the same as those used with auxiliary verbs.

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**MODAL**

The modal verb is used with nothing following it, or with just *not* following it, when confirming or contradicting a statement, in short answers to questions, or following comparatives. (See *[AUX inf](#)* in Section 1 above.) All the modal verbs except *dare* and *need* are used in this pattern.

- *His mother could no more relax than he *could*.*
- *'You'll never see it,' he said. 'Yes, he *will,*' said a voice.*

**cl MODAL n**

The modal verb follows a clause and is followed by a noun group which is the Subject. This forms a tag question. (See *[cl AUX n](#)* in Section 1 above.) All the modal verbs are used in this pattern.
3 Phrasal modals

Phrasal modals are phrases which form a single verb group with another verb and which affect the meaning of that verb in the same way that a modal verb does. In the Collins Cobuild English Dictionary they have the label **PHR-MODAL**.

Some phrasal modals begin with *be* or *have*: *be able to*, *be bound to*, *be going to*, *be liable to*, *be meant to*, *be supposed to*, *be sure to*, *be unable to*, *have got to*, and *have to*. The first word in these phrases changes its form depending on the Subject and the tense, in the way that *be* and *have* normally do. You say *I am liable to panic* and *She is liable to panic*, *We have to leave tonight* and *They had to leave last night*. The other phrasal modals do not change in this way. You say *I would rather go by bus* and *He would rather go by bus*.

Most phrasal modals are made negative by putting *not* after the first word in the phrase, as in *He is not able to be with us* or *You ought not to eat so quickly*. However, *had best*, *had better*, *would rather*, *would just as soon*, and *would sooner* are made negative by putting *not* after the whole phrase, as in *You had best not go by yourself* or *I would just as soon not go by myself*. The negative of *would do well to* is made by putting *not* after *well*, as in *She would do well not to forget that*. The phrasal modal *used to* has three negative forms: *used not to*, *didn't used to*, and *didn't use to*.

The interrogative of verb groups formed with most phrasal modals is made by placing the Subject after the first word in the phrase, as in *Have you got to go?* or *Would you sooner stay?* The interrogative form of *have to* is *do you have to*, as in *Do you have to go?* The interrogative form of *used to* is *did you used to*, as in *Did you used to eat sweets?*.

Phrasal modals have the following patterns:

*MODAL inf

*I have to go.*

*MODAL

*Go if you have to.*

*MODAL inf than/as inf

*I'd rather die than surrender.*

*MODAL that

*I'd rather you didn't.*
MODAL inf

The phrasal modal is followed by the bare infinitive of another verb. The phrasal modal and the infinitive together form the verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Phrasal modal</th>
<th>infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>is able to</td>
<td>sit up</td>
<td>in a wheelchair.</td>
</tr>
<tr>
<td>They</td>
<td>were going to</td>
<td>shoot</td>
<td>something.</td>
</tr>
<tr>
<td>He</td>
<td>used to</td>
<td>shout</td>
<td>at people.</td>
</tr>
</tbody>
</table>

All the phrasal modals have this pattern.

- The deep-sea diving is bound to take me away a good deal, but I know when it's time to settle down, then I'll be looking to come back here.
- 'Maybe we ought to explore the mountain a little,' said Ginger to Steve.
- It was supposed to last for a year and actually lasted eight.
- We need good health and circulation of our blood and we would do well not to add salt to our food at all.

be able to had best had better be bound to be going to have got to have to be liable to be meant to ought to would rather would just as soon would sooner be supposed to be sure to be unable to used to would do well to

MODAL

The phrasal modal is used with nothing following it, when the verb it refers to is clear from the immediately preceding context.

- 'It's not really improving anything.' 'No, but perhaps it's not meant to.'
- I've never had a tremendous social life; I tend not to put that first. I ought to, but politics comes first.
- I felt I could no longer bully and whip people into line like a foreman is supposed to.
- I wish I could run about like I used to, and I love dancing. Well, I can't do that any more.

In the case of would rather and would sooner, the phrasal modal is usually followed by not, and the pattern is MODAL not.

- 'Don't tell me if you'd rather not,' he said.
- They'll be delighted if you'd like to come, but of course we'll understand it if you'd sooner not.
be able to had better be bound to be going to have got to have to be meant to ought to would rather would sooner be supposed to be sure to be unable to used to

MODAL inf than/as inf

The phrasal modal is followed by the **bare infinitive** of another verb, *than*, and the **bare infinitive** of another verb. In the case of *would just as soon*, *as* is used instead of *than*. The phrasal modal and the two infinitives form a co-ordinated verb group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Phrasal modal</th>
<th>infinitive</th>
<th>than/ as</th>
<th>infinitive</th>
<th>Completive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>would rather</td>
<td>die</td>
<td>than</td>
<td>surrender.</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>'d just as soon</td>
<td>dance</td>
<td>as</td>
<td>eat.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>would sooner</td>
<td>buy</td>
<td>than</td>
<td>eat</td>
<td>a proper meal</td>
</tr>
</tbody>
</table>

This pattern is used with phrasal modals which indicate what someone prefers.

- *I would rather be* honest with people *than mislead* them that there is going to be some pot of gold at the end of the rainbow.
- The average villain today *would just as soon kill* you *as look* at you.
- *I would sooner give up sleep than miss* my evening class.

**would rather would just as soon would sooner**

MODAL that

The phrasal modal is followed by a that-clause. The phrasal modal by itself is the verb group and the that-clause is a new clause, with its own structure.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Phrasal modal</th>
<th>that-clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>would rather</td>
<td>that the theory was stated.</td>
</tr>
<tr>
<td>I</td>
<td>'d sooner</td>
<td>we said it.</td>
</tr>
</tbody>
</table>

This pattern is used to indicate what someone would like to happen.

- *Most of what he's marked on the printout has behind it the opinion: I would rather that the broadcasters had not said this.*

In the case of *would just as soon* and *would sooner*, the that-clause never begins with the word *that.*
• I'd just as soon you put that thing away.
• I'd sooner he grinned and bore it. He can have a two month rest in the summer.

In this pattern the that-clause is often co-ordinated with another clause using than or as.

• The police would rather you played safe than ended up being sorry.

would rather would just as soon would sooner
In this chapter we describe the patterns of two kinds of verbs which form part of the verb group: auxiliaries and modals. We also include here phrasal modals, that is, phrases which behave like modal verbs. This chapter contains:

1. **Auxiliary verbs:** be, do, get, and have
2. **Modal verbs** e.g. may, must, should, will
3. **Phrasal modals** e.g. be able to, had better, would rather

**Auxiliaries**

There are four verbs which are sometimes auxiliary verbs: be, do, get, and have. They are used mainly to add meaning to a main verb, for example by forming a continuous tense, a passive, a negative, or an interrogative. They are also used to add meaning to a clause, for example by helping to form question tags. Like other verbs, auxiliaries have tenses, some of which are formed with other auxiliaries. For example, in the clause She has been singing for two hours, the auxiliary be is used in the pattern AUX -ing, that is, been singing. However, the aux...
Chapter 12: Combinations of Patterns

Many verbs have more than one pattern. For example, *boast* has the patterns \( V \text{ about } n \) and \( V \text{ that} \); you can boast about something you have done, or boast that you have done something. Verbs that have the same basic meaning may also share a combination of patterns. For example, *argue* and *complain*, like *boast*, have the patterns \( V \text{ about } n \) and \( V \text{ that} \).

In this chapter, we give the most important combinations of patterns. The patterns in each pattern combination are ordered alphabetically, so, for example, we give the combination \( V \text{ in } n; V \text{ on } n \), not the combination \( V \text{ on } n; V \text{ in } n \). Under each pattern combination, we give examples showing both patterns, and a list of the verbs which have that combination of patterns. The examples indicate whether the two patterns perform a similar function, as in *argue about something* and *argue over something*, or whether they perform different functions, as in *campaign against something* and *campaign for something*. We sometimes give two examples of one pattern, to show its two possible meanings with a particular verb. The verbs in one combination of patterns may all have the same basic meaning, or they may have different meanings: for example, some of the verbs with the combination \( V \text{ at } n; V n \text{ at } n \) are concerned with shouting, and some with pointing.

The pattern combinations themselves are also presented in alphabetical order. For example, \( V \text{ in } n; V n \text{ in } n \) comes before \( V \text{ in } n; V \text{ on } n \). If you know which combination of patterns you want to look at, you can find it in its alphabetical place. If, on the other hand, you are interested in, for example, any combination of patterns with \( V \text{ that} \), look up \( V \text{ that} \) in its normal alphabetical place: you will find some combinations there, and cross-references to the other combinations.

Although most of the combinations we give involve two patterns, the combinations of three and four patterns are particularly interesting. In this chapter you will find the following combinations of three patterns:

\[
\begin{align*}
V \text{ about } n; V \text{ at } n; V \text{ with quote} \\
V \text{ about } n; V \text{ on } n; V \text{ over } n \\
V \text{ about } n; V \text{ over } n; V \text{ that} \\
V \text{ about } n; V \text{ that}; V \text{ with quote} \\
V \text{ about } n; V \text{ wh}; V \text{ wh-to-inf} \\
V \text{ against } n; V \text{ for } n; V \text{ in favour of } n \\
V \text{ at } n; V \text{ that}; V \text{ with quote}
\end{align*}
\]
There is one combination of four patterns:

\[ V \text{ n} \text{ adj; } V \text{ n} \text{ as adj; } V \text{ n} \text{ as n; } V \text{ n} \text{ n} \]

The patterns \( V \) and \( V \text{ n} \) are particularly frequent, and very many verbs that have other patterns also have the pattern \( V \) or \( V \text{ n} \). For example, \textit{boast}, \textit{argue}, and \textit{complain} have the pattern \( V \) as well as \( V \text{ about n} \) and \( V \text{ that} \). We do not show combinations with \( V \) or \( V \text{ n} \), except for the combination \( V; V \text{ n} \) itself.

\[ V; V \text{ n} \]

The examples and list below contain only verbs which are among the 400 most frequently occurring verbs in the Bank of English. Many verbs that have the pattern \( V \) and \( V \text{ n} \) are \textbf{ergative verbs}, for example \textit{A window broke}, \textit{They broke the window}. These verbs are not listed or exemplified here but are described in Chapter 7.

To our great relief, she \textbf{accepted}. He offered to help me, and I \textbf{accepted the offer}.

Unable to have children of their own, Penny and Rodney decided to \textbf{adopt}. Persons who wish to \textbf{adopt a child} may contact their local social services department.

The question was directed at the Russian, but I \textbf{answered}. You \textbf{didn't answer my question}. He \textbf{didn't answer me}.

Bob kneeled by his side, hovering over his wounded friend, as the guards \textbf{approached}. Cross \textbf{approached the door} and looked out.
She went upstairs to change. When he came out he'd changed his clothes. I was taught to cook by the nuns at my convent school. Cook the carrots, onions, celery and diced bacon until golden. Caine learned to drive only a few years ago. They drive a grey Buick station wagon.

They didn't say very much while they ate. They ate lunch in the canteen. When he was almost level with the deck, his strength failed and he fell back into the sea. My courage failed me. But what if Jay found out? We found out a funny thing about the kids. Have you finished? There were further cheers when the old man had finished his speech.

He took his pistol and fired. Hood fired an air rifle from his bedroom and hit a 13-year-old boy in the head. With a gentle squeeze of the trigger he fired a single bullet.

I wouldn't let my children go without. My mother and I had to go without food sometimes. He talked softly so that nobody could hear. Dennis heard a metallic clatter.

So you think the government actually could step in and help out? The more experienced players are not helping out the youngsters. Cocaine can kill. A series of explosions have killed three soldiers and wounded at least three others. He never married. He married a local woman.

Many of the families have vowed not to move. She doesn't want to move house at all. We opened up at nine. They opened up the church and began ringing the church bells. He paid and went out. He paid his bill without complaint. Tony grabbed the wire and pulled. Reggie put a gun to his head and pulled the trigger.

You helped him once before, do you remember? I remember the day he was born.

France's defence minister resigned today. David resigned his directorship in December 1973. She'll ring back later. I'll ring you back in the morning. I was thrilled when we scored. Carey scored five runs.

Chief Buthelezi was speaking at a news conference in Hong Kong. Severn pulled his face away and Keats spoke his last words. The chauffeur survived and identified Garcia. A baby girl survived a 20ft fall from a second-floor window on to a concrete patio yesterday. He has taught at Princeton, Harvard and Yale. She taught English Literature.
Almost as soon as he learnt to **write**, he handed his parents a note which read, `I wish to become a painter.' She **wrote her name and address** on a slip of paper.

**V about n; V at n**

I **shouldn't grumble about Mum**. She's lovely really. The men **grumbled at the rebuke**. I keep **grumbling at them**.

Amnesty International **has protested about the treatment received by the prisoners**. He **protested at police brutality during peaceful anti-government demonstrations**.

**V about n; V at n; V with quote**

Reporters **have been grumbling about their limited access to President Clinton**. He noted in his autobiography that his wife was a great success as a camper in that she never **grumbled at hardships**. All night Ray **had grumbled at me**. `I'm sure we should have been nearer the front,' Charlotte **grumbled**.

Mr Bright sounds like the type of schoolboy who **sniggered about sex** at the back of the class. The old woman **sniggered at such a humorous sight**. `It couldn't happen to a nicer bunch of chaps,' **sniggered** the man.

**V about n; V n about n**

In the case of **hear, know, learn, and find out**, the noun group following the verb in the pattern **V n about n** is always an **amount**.
I think he was a bit taken aback when I asked about his family history. He asked me about my illness. Perhaps other people knew about our affair and didn't regard it seriously. Technical people often complain that translators know nothing about the specialised subject they are supposed to be translating.

V about n; V on n
At the same time, his colleagues in Parliament have been deliberating about constitutional change. The government was deliberating on an urgent question of policy. Doctors differ about her condition. Mr Hurd said they differed on a number of issues. It is virtually impossible to generalize about the state of the country's health. I am always a little nervous to generalize on youth attitudes. I talked about things which interested me. We also talked on Catholicism and curiously enough, all my objections sounded awfully lame to me.

V about n; V on n; V over n
The two sides disagree about the number of victims. All are committed to market reform but they disagree on essential details. We disagreed over a few points, but the committee seemed reasonably satisfied. Several times during the previous night she had speculated about the extent of his involvement. Detective Superintendent Patrick said it was too early to speculate on a motive for the killing. While dealers speculate over the future of gold, most people seem to have forgotten to inquire after the health of gold's poorer relation, silver.

V about n; V over n
The contenders argued about human rights, democracy and foreign investment. Mrs Ford and the children have been arguing over the inheritance ever since. I had fantasized about food for nearly three agonizing weeks. Brett is gorgeous, so let people fantasise over the lovely boy.
Judy frets about her aged parents. Gilmour said he had spent the day fretting over the accident.

V about n; V over n; V that
My mother and I disagree about music. Washington and the EC still disagree over agricultural subsidies. No one will disagree that dictionaries are useful. He toured the world, conducting, teaching, and generally enthusing about his art. Her mother enthused over her youthful acting. His publicist enthuses that the book contains some of the best one-liners in modern fiction.

V about n; V that
A lot of people complain about the lack of new writers in television. The critics complain that public transport has not been able to cope adequately with the travel boom. The bomb killed five people, including a seven-month-old baby. The majority of the country's newspapers speculated about a possible terrorist link. Officials speculated that the dolphins might have been poisoned.

V about; V that; V with quote
He was cheeky and he loved to boast about his crimes. Mr Turner boasts that CNN will soon have total global coverage. `We're the toughest crew in the world,' he boasted.
The chairman grumbled about recent falls in the company's share price. He is still grumbling that he wished he had stayed at home. `The whole thing is becoming a circus,' Barbara grumbled. The desperate mother wails about the lack of safety for her daughter. Primrose began to wail that she was hungry. `Have I done wrong?' she wailed.
We already know about the importance of a clean body, clean hair and clean nails. We knew what we wanted. Some people just don't know how to plan a budget.

I inquired about the provision of home care services in the Canadian program. `Has she lived here a long time?' Nancy inquired. It embarrassed her when friends insisted she was beautiful. They raved about her high cheekbones and perfect nose. Sheila Rothwell, 29, raved: `It was really great. It's one of the maddest things I have ever seen.' Kay sometimes found herself wondering about his motives. `Why's she weeping?' he wondered.

Beregovoy promised to campaign against corruption. They actively campaigned for the vote and for equal opportunities in all areas of life. You can insure against injury, illness or redundancy. St Margaret's Trust seemed to offer the best deal so I insured for the full market value. A wife can't testify against her husband, they tell me. Ken's former wife and children had already testified for the prosecution.

As a lawyer Mr Mohammed often argued against apartheid legislation. Women also argued for changes in domestic life and work. In his speech the Governor argued in favour of financial liberalisation.

Thousands of people demonstrated against the resurgence of racism. 25,000 women paraded in New York to demonstrate in favour of women's suffrage.
The Church of England has ruled against the ordination of practising homosexuals. On May 24th a New York judge ruled in favour of Mr Jett's request that his case be heard before an arbitration panel.

V against n; V n against n

It remains to be seen if the vaccine will protect against different strains of AIDS virus. It's always important to protect your skin against the sun. The rising water arrived at the moment my right toe struck against a submerged rock. Dean fell and struck his head against the bannister. Miles warned against hasty alterations to the rules. He had warned his team against complacency.

V against n; V that

She thought about inviting Roger to stay for lunch but decided against it. Eventually, David decided it would be best if he lived on his own. After bribed witnesses testified against her, she was executed. Several witnesses testified that they saw the officers hit Green.

V against n; V to-inf

She battled against cancer for 19 months. Firemen battled to bring 100ft flames under control. He wanted to call Langley, but decided against it. I rather quickly decided to seek a second interview with Pollard. There had been rumours before last weekend's congress that at least one faction in the party was plotting against him. Prosecutors in the trial allege the defendants plotted to overthrow the government.

V against n; V with quote

He interviewed numerous doctors about his problem, many of whom advised against surgery. `Don't let the devil distract you from your work,' she advised. Although he maintained an essentially Western life-style and possessed a vast knowledge of Western culture, he raged against Japan's imitation of the West. `Do you want to ruin me?' she raged.
After two and a half years of hard study he spoke Tibetan well enough to pass as a native. She could pass for a man in bad light. She volunteered as a nurse in a soldiers’ rest home. He volunteered for service with the army.

What began as an attempt at artistic creation has turned into a marketable commodity. ‘Cuore’ began life as a supplement to ‘l'Unita’, the former Communist Party daily. He hardly rates as a strong leader, but appears to offer what the public wants. He rates Richard as one of the best central defenders in the world after his performances in the European Championship finals. An old wooden manger unearthed in the barn serves as a coffee table. The old drawing room serves her as both sitting room and study.

McGregor lifted the revolver from his side and aimed at Hughes. He aimed the gun at two pupils and pulled the trigger. As he read, Molotov interrupted and shouted at him furiously. They stood there and shouted abuse at me as I walked down the street.

People all over the world are rejoicing at the fall of dictatorships. I am an
environmentalist but I actually **rejoice that people have more cars.**
I **shouted at my husband** if he was not home on time. The demonstrators **shouted that they wanted security and food.**

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V *at n; V that; V with quote*
Nancy and Ned **marvelled at the clarity of the colours on the screen.** He **marvelled that his father's voice was much like his own.** `Wow,' I **marvel.** `Men who talk about their feelings - just what women want.'
I felt I **was screaming at Jeremy and Emily** all the time. Marian **screamed that he was selfish.** Miller, 19, burst into the store and **screamed:** `Give me the money'.

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V *at n; V to n*
Annual nursing home fees **average out at more than $5317,000.**
Unemployment in 1992 **averaged out to 7.4 percent of the work force.**
He **nodded at the two men** and went out through the double doors. Cross **nodded to Dr. Stockton.**
Every sinew in Fanny's body **thrilled at a brisk knock on her door.** Maus **had thrilled to the atmosphere of the 1886 Impressionist Exhibition.**

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V *at n; V with n*
The dollar **finished at 127.23 yen.** Moorer **finished with 25 points.**
Elizabeth **laughed at Gretchen's description of Jerry.** Endo **laughed with real pleasure.**

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V *at n; V with quote*
Burke turned and **beamed at her** admiringly. `How kind,' **beamed** Frannie. We **can only guess at Elsie's state of mind.** `How many Saturdays will there be in December?' `Four,' he **guessed.**
They **marvelled at her efficiency.** `I don't know how she does it,' **marvelled** great-niece Eveline Wharton.
The priest **scoffed at us** and called us Quakers. They **scoffed at my suggestion.** `Aw, come on,' Pete **scoffed.** `Nobody believes in gnomes any more.'
For other combinations with the pattern V at n, see V about n.

V between pl-n; V from n or V from n to n

All these verbs have the pattern V between pl-n. The verbs range, vary, and waver also have the pattern V from n to n. The verb choose also has the pattern V from n. The verb commute has all three patterns.

Alison Fairlie had made her career at a time when women often had to choose between family and profession. Students can choose from a wide range of subjects. The temperatures range between 102.5 and 106 degrees Fahrenheit. Prices range from $15 to $150 with many options in between.

V by -ing; V n by -ing

Penelope Fitzgerald began by reading an extract from the book. The president began the summit by welcoming his guests.

V for n; V n for n

He begged for water and there was not a drop to be had. He broke into tears and begged his captors for his life. She paid for the taxi when I arrived. He paid $53120,000 for the property. The company isn't paying me for this. When Miss Harnoy visited England last year she played for the prince at Salisbury Cathedral. They were kind enough to play some guitar for me. Now that he is 65 and he qualifies for the old-age pension, he feels he has his dignity back. Students tend to demand training that qualifies them for the rewards society offers. Nothing can substitute for the health advice your doctor can provide. To make this salad egg-free, substitute more yoghurt for the mayonnaise.

V for n; V that

Everybody hoped for a peaceful solution to the crisis. His mother hoped
that he would become a priest.
I testified for the husband in a custody case. She testified that she had witnessed Larry Plover taking cocaine.

The government is hoping for a vote of confidence in the elections. I hope that this new edition, too, will be a best-seller. The banks said they hope to offer better services to customers.

We hope for an end to the violence. I hope to see you in two weeks. The President had opted for a peaceful solution. She has opted to do a degree in Japanese.

The woman paid for her purchases and left. I am paying to see that game, and I'm looking forward to it.

During the war the first floor was occupied by the Ministry of Food and it was there that we all had to queue up for our ration books. About two thousand Soviet citizens queued up to tour the ship.

All these verbs have the pattern V into n. The verbs change, metamorphose, and turn also have the pattern V from n into n. The other verbs have all three patterns.

He is likely to find that the atmosphere has changed from loving concern into something more highly charged and dangerous. Why, after all
those years of marriage, did I change into someone else?

Birds are supposed to have evolved from reptiles. Thousands of species appeared on the scene, some of which eventually evolved into the flora and fauna we see around us today.

change develop evolve fade metamorphose retreat turn vanish

V from n; V n from n

To fund new investments they have little alternative but to borrow from banks. He wanted to get the property for himself, so he borrowed money from friends.
The blood drained from his face. A deadly gray pallor had drained all life from his face.

Not all companies gain from devaluation. He slowly gained confidence from his political success.

Fry until the oil separates from the spice mixture. Cereals are harvested and threshed to separate the seeds from the rest of the plant.

V from n or V from n to n; V to n

All these verbs have the pattern V to n. The verbs change, graduate, move, pass, switch, and turn also have the pattern V from n to n. The other verbs have all three patterns.

I commute from Crawley every day, which takes me two hours. Mike is a graphic designer and commutes to London every day.

Judge Jefferies was captured in 1688 trying to escape to Hamburg. Crito had tried to convince Socrates to escape from Athens rather than kill himself with the poison.

Licences to grow peanuts are jealously guarded privileges that pass from father to son. After Alice Boyd's death in 1897, the castle passed to three spinster sisters.

V -ing; V n -ing

Perhaps he had locked the door to avoid being disturbed during his meal.
The couple are trying for a second time to agree on a divorce settlement to avoid their case going to public court.
I like doing competitions but I never win anything. My mum doesn't like me cycling 'cos of all the heavy traffic. He won't offend you if it means offending me. He said he would not reverse his decision even if it meant him losing power. She remembered having heard the story from her mother. I remember her smiling.

V -ing; V that

Mr Righton denied making the videos himself. Mary flatly denied that there was any problem. The more radicalized people in Moscow propose abolishing the union presidency altogether. In that report, we also proposed that all high school students write an essay on a consequential topic. I deeply regret having offended you last November. She regrets that there was any criminal activity involved.

V -ing; V to-inf

I soon began working with them as their resident musician. I began to laugh. He dotes on his children and hates being away from them. Politicians hate to admit they were wrong. Have you tried contacting your local councillor? He tried to smile.

V -ing; V with n

He continued looking at me for a while. The surprise display over, the general continued with his address. It was quite incredible the way he fell about laughing. Back in the bar two girls in pink silk pyjamas are falling about with laughter.

V in n; V n in n
He **invested** heavily in shares after retiring from a bank he part-owned eight years ago. He **invested** the money in real estate. Everyone present **joined** in the singing. More than 100 villagers **joined** police in a search. He **trained** in law at Turin university. We **were able to train** them in some very basic techniques.

| assist invest join land lodge slot stick stir train tutor |

**V in n; V on n**

More than 200 artists and performers **will collaborate** in a three-day sound and light show. Ms. Rudner and Mr. Bergman **have collaborated** on several writing projects. It is also interesting to note that golf hardly **features** in sports magazines. The song **features** on the soundtrack of Myers' latest movie. Mary **didn't ride in the car** with her. John **rode on the bus** with Lisa.

| appear catch collaborate feature lecture ride sit speculate |

**V into n; V n into n**

In Greek legend, the goddess Daphne **changes into** a laurel tree. Drugs **changed** him into a person we didn't recognize. Barry **dipped into** the plastic bag. She **dipped a hand** into the jar of toffees and pulled one out. The class **divides into** groups of two, a boy and a girl in each, to carry on the guesswork. Roger and Gary began to **divide the mushrooms into** seven equal portions. We **are plunging into** a depression. The defeat **plunged** the country into confusion.

| amalgamate assimilate break change condense convert crowd dig dip divide form hook integrate merge metamorphose mutate plunge resolve rush separate shatter sink slam slot smash split stretch translate transmute turn |

**V into n; V out of n**

Participants say the talks never **developed into** serious dialogue. Modern Pentecostalism **developed out of** the revivalist movement. Edgar **fell into** a deep sleep for four hours. Nasser's system of centralised economic management **has fallen out of favour.**

| change condense develop fall get pile slip |

**V into n; V to n**
Additional guests can sleep in the library, where a sofa converts into an extra bed. The saloon is big enough for the settees to convert to single beds.

Maybe I'm regressing into second childhood. I seem to have regressed to my post-college days.

For other combinations with the pattern V into n, see V from n.

Tour companies are briefing vacationers about the city's dangers. Captain Ramirez had briefed them on the execution of their current mission. They refused even to challenge the government about the situation of young people. I challenged him on the hypocrisy of his political attitudes. Morgan has consulted a barrister about his case. Mrs Roberts first consulted the doctor over a lump in her breast on March 15, 1991.

The government are mounting a number of new initiatives to inform the public about diet and health. Officers closed in and informed him that he was being arrested on suspicion of murder.

The army informs all recruits about the dangers of drug taking. He did not inform anyone there what he was looking for. The Health Secretary said the aim was to inform the public how to get the best out of the new arrangements.

I made a mental note to ask Eileen about Kintail's background. `You really are serious about this, aren't you?' he asked, nearly incredulous.

For other combinations with the pattern V about n, see V about n.
Kitson was branded greedy. Since the album made its debut in late October, lyrics in several songs have been branded as racist.

Parker died in 1955 aged 34; the doctor who certified him dead thought he was twice that age. The UN on Saturday certified the election as `free and fair'. Gallup certified her as the most popular actress in America.

They labelled his work `naive'. Just because she isn't thin, she labels herself as `much too fat'. According to the prison psychiatrist they're wrong to try and label him as a psychopath. The following day's headlines labelled her a saint.

I suppose I must count myself lucky. I count him as my best friend. You'd better count yourself a privileged lady, Frau Eckdorf!

Jesse was born handicapped and it was thought he'd never talk. `The Sun' reported last week that their baby had been born a drug addict. The organisers are considering whether to declare the lottery void. The government declared the area a national reserve.

Did anybody ever acknowledge that as brave? Cooking consultant Jacki Passmore is acknowledged as an expert in Asian cuisine. The company attacked the proposals as unjustified and unnecessary. The Reagan administration attacked Social Security as a drain on the budget.

The Minister for Home Affairs described the death as unfortunate. Three-fifths of working women describe their employment as a job rather than
as a career. I rate him as very special. I rate him as the best coach in the game.

There is no scriptural reason to consider women as inferior. We should consider today as a memorable historic day. I will always consider him a good friend of mine.

In the preview of the fall campaign, Simpson attacked Bill Clinton as a draft dodger. Candidates regularly run advertisements to attack their opponents for statements made in advertising. He nominated David Gower as his chief executive officer. Democrats in California have nominated a woman for this November's election for governor. I think he'll be remembered as the greatest dancer of our lifetime. Woody Guthrie is remembered for the songs he wrote about the Great Depression.

She began her career as a dancer. She began her broadcasting career working on commercials with Alan Parker. Mr Pehuoa also mentioned the economy as an area in which he disagreed with the government. You mentioned Milan Stevens being fond of you.

He caused uproar when he branded the jobless as 'layabouts'. They branded her an opportunist.
In Japan today, the Parliament elected Kiichi Miyazawa as the country's 49th prime minister. If you elect me President you will be better off four years from now than you are today.

For other combinations with the pattern V n as n, see V as n, V n adj, V n as adj.

Look, little one, she's brought a nice present for you. When I was ill he brought me flowers.

`All the doors upstairs are broken. I'm scared to ask them to fix it; they might charge me for that.' It would be insulting to charge them a fee.

Ireland never forgave Cromwell for his harsh treatment of towns that resisted him. `You forgave me my unusual way of life,' he told them. `I thank you.'

When Hanuman chided him for his unsuitable attire, he smiled and said nothing. She strove to keep more order in the house, chiding the children lovingly not to make noise.

The Olympic Committee yesterday chose Nagano for the 1998 winter games. Churchill chose Cripps to be his messenger to India.

They paid cash for almost everything. I paid *5380 to have my car radio fixed.

Previous experience had hardly prepared him for this type of war. His sleeves were rolled up to his elbows as if he had prepared himself to do some dirty work.

All these verbs have the pattern V n into n. The verbs change, metamorphose, transform, and translate also have the pattern V n from n into n. The verbs distil, divide, and sidetrack also have the pattern V n from n. The verb transplant has all three patterns.
These people have a tendency to try to **sidetrack you from your task**. He **was** sometimes **sidetracked into power struggles**. 

By late 1917, London **had been transformed from an open city into a defended location**. The old offices and storerooms **were transformed into classrooms and workshops**.

| change distil divide metamorphose sidetrack transform translate transplant |

**V n from n; V n out of n**

He **carves** his figures from white pine and yellow poplar. The younger of the girls asks Andrew to **carve a pendant out of a piece of a driftwood**. When Johnny **couldn't** beg or **charm a meal from a civilian**, he at times would stoop to stealing. They **have charmed money out of the pockets of credulous citizens**.

She flew at him and actually **chased him from the house**. He **chased them out of the camp** and across the desert.

| carve charm chase clip coax conjure construct create fashion get hew hound make manufacture pluck prize pull squeeze take wheedle wring |

**V n from n or V n from n to n; V n to n**

All these verbs have the pattern **V n to n**. The verb **change** also has the pattern **V n from n to n**. The other verbs have all three patterns.

They **were banished from the country**, seemingly never to return. Five years later he **was banished to Upper Egypt**. That is why we decided to **change our name from National Marriage Guidance to Relate**. She **changed her name to Joanna**. Pamela Counter **has been promoted from account executive**. He **was promoted to lieutenant general**.

| banish bar change deport extradite forward pass pluck promote relay send transfer transplant |

For other combinations with the pattern **V n from n**, see **V from n**.

**V n inf; V n -ing**

Seeing that the girl was in pain, Mrs Dambar **had her sit down**. We **had him working at CBS** within three weeks. Wade glanced up and **saw her disappear**. I **saw him coming along the path**.

| feel have hear notice observe see watch |

**V n in n; V n into n**
Peel the onions and cut them in half lengthwise. Cut the potatoes into strips and fry rapidly in hot oil. Harper crumpled the note and threw it in the corner. He threw his bags into the trunk.

Harper crumpled the note and threw it in the corner. He threw his bags into the trunk.

V n in n; V n on n
His face is etched in my memory. Every detail of the attack is etched on the captain's memory. Joseph instructs a class in woodwork. The video instructs them on body language.
I think that you should put your questions down in writing. I wish to thank my friend Tamar Karet who encouraged me to develop my ideas and put them down on paper.

V n into -ing; V n into n
He claimed the police had bullied him into admitting the crime. His wife Sonia could bully him into silence. Policewoman Joanne Field was praised yesterday for charming a gunman into handing over his rifle. His uncompromisingly honest songs charm you into rapt attention.
The experience has lulled citizens into accepting dismal levels of public service. His absence had lulled Felicity into a sense of security. She might be able to shame her friends into lending her the money. He could well shame other nations into action.

V n into -ing; V n into n; V n to-inf
She is trying to force me into marrying Desmond Featherstone. She'd had a relationship with a man who virtually forced her into a life of crime. He pulled the boy's arms from around his neck and forced him to sit back on his chair.

badger blackmail bludgeon bounce browbeat bulldoze bully Cajole charm chasten chivvy co-opt coerce con condition cow deceive dragoon dupe entrap fool force galvanize goad intimidate inveigle jolt lull lure manoeuvre nag nudge panic persuade press-gang pressure prod propel provoke push put railroad rush scare seduce shame sidetrack 597 spur stampede steamroller steer stir sweet talk tempt terrify trap trick
V n into -ing; V n to-inf
I've just got to persuade my dad into letting me having a season ticket. He persuaded Ferranti to set up the first British Computer Service Bureau.
You should try to support her and not pressurize her into being superwoman. Who's pressurizing you to keep up your grades?

V n into n; V n out of n
He has scotched rumours that the selector's decision will force him into early retirement. The accident forced the Frenchman out of the race.

V n into n; V n to-inf
I wouldn't push couples into marriage if they were uncertain of their strength of commitment. He had pushed her to buy a new car.
Don't let greed for power tempt you into waters that are too deep. Don't let credit tempt you to buy something you can't afford.

V n into n; V n to n
The restorers converted the signals into digital code. A light bulb converts electrical energy to heat energy.
His family were driven into exile in 1921. Sarah's father was driven to suicide by debts of *5310 million.

V n n; V n ton
She could help him or she could do him a considerable amount of harm. 'Trick or treat' is a threat that you'll do something terrible to the occupants of the house if they don't give you a gift.
Nobody phoned the police or ambulance service, though one woman offered him a towel. He tasted the wine himself before offering it to his friends.
They liked him, they thought he was a war hero, he **told them some kind of story.** But this much I'll give my word on, **I'll not tell one story to you and another somewhere else.**

| accord allocate allot appoint assign award beat bequeath bid bring cable concede do fax feed give grant hand lease leave lend loan mail nominate offer ordain owe pass pay pen proffer promise read render sell send serve show slip teach tell vouchsafe wire write |

For other combinations with the pattern V n n, see V n adj, V n as adj, V n as n, V n for n.

### V n on n; V on n

She **advises companies on investment strategies in Latin America.** A doctor should be on the premises as part of the professional team, to monitor and **advise on medication.**

He **bet 5310 on three horses called Bartisan, Your Fancy and Merry Dance** at Lewes races. I **bet on American football.**

We **focus our attention on people who are ill.** Robert’s counselling **focuses on positive energy and humour** to fight the mounting tension.

The couple **had forked out 532774 on a special trip to celebrate Mick's 50th birthday.** You’ll have to **fork out on publicity.**

| advise bet catch centre concentrate counsel drum fasten fix focus gamble gorge hammer lecture rap save snag wager fork out shell out |

For other combinations with the pattern V n on n, see V n about n, V n in n.

### V n that; V n to-inf

The death of my son **taught me that life is very fragile.** The harsh lessons of the war **had taught me to defend myself.**

| caution decide instruct show teach |

V n that; V n wh

They **told me they'd call the cops.** **Tell me how it happened.**

| inform instruct remind teach tell warn |

V n that; V n with quote

Hopkins privately **assured Churchill that Roosevelt and the American people would stand by Britain no matter what the danger.** `You can happily drink my wines within a year of bottling,' he **assured me.**

I **promised the children we'd go for a boat ride in the pond.** `We'll manage,' she **promised him.**
The Japanese Prime Minister has already promised him that aid worth four billion dollars will soon be on its way. I promise I'll explain everything as soon as I can.

For other combinations with the pattern V n that, see V n about n.

I grabbed him by both shoulders and begged him to calm down. She begged her father: `Please look after the cats for me.' Finally Stalin instructed Zhukov to go to the Kremlin. `Go home and ask your father what he thinks,' Scott instructed him.

He commanded his men to retreat. An urgent voice from the gloom commanded me: `Stop! Don't move.' `Open it,' she commanded. I genuinely believed Carling was best-suited for the job and I implored him not to give it up. `Sing it one time!' Stevie implores the audience. `Can't you do something?' he implored.

I asked Beryl to drop in. The Attorney asked that Mr. Rough be sentenced to no more than a year in jail. They would have preferred me to be a doctor or a lawyer. I would prefer that you pronounce my name correctly. They understand him to be unharmed. I understand he spends most of his time in Europe and America.

I advised her to make the trip. When his condition worsened, doctors advised that he should be transferred to a private room at St Mary's hospital. `Be careful, boys!' he advised. Myrna Blyth declared her to be the greatest media personality of the
decade. The ministers declared that the recent decline of the yen had undesirable consequences for the world economy. `To be honest, I hate children,' declares Bob.

V n to-inf; V to-inf
I will beg her to come back. He begs to come in the house, but we can't allow it.
The Bank expects inflation to rise this year. I didn't expect to find Monica at the flat because she works in the mornings.
I jumped when the telephone rang, preparing myself to receive bad news.
She was preparing to go to Manchester to film an episode of `Cluedo'.

V n to-inf; V with quote
I would caution you to read the fine print. He cautioned, however: `There is still an awful lot of bad news to come.'
Eight republics have now declared themselves to be independent. `To run an efficient international organisation you cannot skimp,' he declares.

V n to n; V n with n
We can connect this suspect to the other shootings in the Columbia Heights and the Mount Pleasant area. Nothing was found to connect them with the robbery.
Leica has always supplied equipment to armed forces throughout the world. The Soviets supplied Finland with all its oil in return for Finnish manufactured goods.

V n to n; V pl-n with together
There had always been the strong ties that bound her to Rachel, Chris and Caroline. You can enjoy the understanding that binds you and your lover together.
Lightly gather the material then pin and sew it to the ribbon. Normally I
sew the pages together by machine.  
bind bolt chain clip couple join knit lash rope sew solder stick tie weld yoke

V n to n; V to n
Keegan adapted himself to a change of routine. The data will help scientists learn how the body adapts to the absence of gravity. He admitted the crime to his father's twin brother. He also admitted to mistakes in his economic policy. You can hear stereo sound on the VCR if you connect it to an audio stereo system. A short curly lead connects to the camcorder's external mike socket. In twelve months time I will have increased my salary to *5330,000 per year. Italy's deficit increased to $14.5 billion. I sometimes sit and read the newspaper to her. My mother read to us every evening until we were 18.

V n to n; V that
We shyly admitted our plan to friends. He admitted he had been lying. More than a third of people prefer bungalows to houses. The two leaders prefer that a vote occur after next week's meeting.

V n to n; V with quote
Tony cried then, but he wouldn't admit it to the press. `I do like being tall now,' she admits, `but when I was growing up, I disliked it.' So he only suggested the idea to you once. `Perhaps a little cognac for everyone,' he suggested meekly.

V n wh; V n wh-to-inf
I was embarrassed when he asked me who my father was. They asked him how to get in touch with Julie's family. I'll show you what I've done. He showed me how to fix the camera and tripod.
Hi, can you tell us where King's Square is, please. `The only thing I need is a tape player so I can listen to music,' she told us.

For other combinations with the pattern V n wh, see V n about n, V n that.

He's assisting us with the investigation. Everyone is expected to assist with camp chores.

Nagano ended the concert with the full version of Stravinsky's Firebird ballet. The rally ended with spectacular fireworks.

By the time Diana appeared I'd filled the bath with water. Behind him his tracks filled with snow.

For other combinations with V n with n, see V n to n.

`I'll be back by noon,' he promised the clerk. The President promised that the reforms would be carried out within two years. `I'll do what I can for you at the trial,' I promised.

For other combinations with the pattern V n with quote, see V n that, V n to-inf, V n wh.

The government has backed down on performance-related contracts.
The Allies had backed down over the 1936 re-militarization of the Rhineland. He brooded on his failure to avert the confrontation in the woods. Christine brooded over the cause of her broken marriage. A gloomy silence once again descended on the room. A deathly hush descended over Rome's Olympic Stadium. Murdock tripped on the last step and nearly landed flat on his face. Nancy tripped over a tree root and went sprawling.

International airlines are betting on a return to profits this year. Despite the problems caused by German unification, many economists are still betting that Europe's economies will outshine America's over the next few years. The government has refused to comment on such questions. He commented that I spoke French with a Swiss accent.

The leaders agreed on the need for extra debt relief for the poorest developing countries. It's not clear if the two sides have agreed to ban the development of nuclear weapons. I felt they were all ganging up on me. The big institutional shareholders ganged up to push the deal through.
V on n; V with quote

He would break in on her conversation with clients to ask her when she was going to have lunch ready. `Hey, wait!' Joe broke in unexpectedly. `What about Ian?'

Although some scientists have mused on the question of how to get rid of sonic booms, they have not yet found satisfactory answers. `I ought to reconsider her offer to move in,' he mused.

For other combinations with the pattern V on n, see V about n, V in n, V n on n.

V over n; V with quote

I have been a subscriber to `The Oldie' almost from the beginning and have spent many hours chuckling over some of the articles and cartoons. He said he spent his time in detention reading. `It was a good opportunity for me to get some reading done,' he chuckled.

Mae West was astonished when an admirer enthused over an old film of hers he had seen at New York's Museum of Modern Art. `With my brains and your looks we'll be the perfect partnership!' she enthused.

For other combinations with the pattern V over n, see V about n, V at n, V on n.

V that; V to-inf

He seemed to have forgotten that the rest of us were present. I'm sorry I'm late, John. I forgot to set my alarm and I overslept.

I'm quite sure that the pilot didn't intend that we should hear him. The factory intended to use only 2,000 workers.

V that; V to-inf; V with quote

The police are claiming that the situation in the capital is serious. The leader of the cult claimed to be Jesus Christ. `I never touched it,' he claimed.

Jordan pleaded that food and medicines were permitted on humanitarian grounds. She pleaded to be released and not be hurt.
`Please help me.' she **pleaded**.

He **admits** he has had a problem with drug and alcohol dependency. They openly **admitted to the murder of Surrendra Paul**.

We repeatedly heard faculty members **complain that their students are unprepared to do college-level work**. He will urge the Board to **complain to the European Athletics Association**.

Members of the federal government **objected that such an arrangement would reduce central authority to a shell**. Teachers **objected to the prospect of being compelled to work longer hours**. `You've no right to jump to conclusions,' Armstrong **objected**.

**I couldn't believe** that the man I'd been so happy with for years had **done this**. **I can't believe how hard this course is**. Experts at the United Nations **estimate that 10 percent of the earth's people have already been affected to some extent by desertification**. You **must now estimate how much capital and cash is needed to take the business to a full-time level**.

**Imagine** you are sending someone a picture postcard of where you live. What does it look like? It's easy to **imagine how the current fighting could escalate**.
Ms Andreyevna guesses that in fact 50 per cent of the working population is on short time or paid leave. I bet you can't guess what I'm going to do. 'How many of them are there?' he asked. 'Six hundred?' Sharpe guessed.

Naomi recalled that the beginning of the war felt exciting. He could recall how terrible he'd felt. 'I met Conrad Black years ago in Palm Beach,' Brooke Astor recalled.

Greenspan said he expects the economy to recover quickly from the current recession. I said how sorry I was to ring him at midnight. 'I love you, Lee,' he said.

Derrida responded that such a project was impossible. She responded with a letter in which she thanked him. 'Well, things almost turned out just the way you wanted,' Nancy responded.

He added that most of the information is already available. 'She's planning to start at Berkley in September,' Pete added.

The government has promised the elections will be fair. 'I'll be here,' she promised.

My uncle said he was going to take the blame. After a while she said, 'Fielding, why aren't you at school?'

Since it's almost lunch-time, I suggest you have a leisurely meal and then perhaps go for a drive. 'Let's take a taxi,' Chet suggested.

He was so arrogant that he thought he could talk his way out of everything. I have to do as my father says, he thought, there's no choice.
at n, V for n, V -ing, V n that, V n to-inf, V n to n, V n with quote, V on n.

V to-inf; V with quote
She offered to accompany Mr Snabel on his hike. `We could play golf this afternoon,' he offered.

For other combinations with the pattern V to-inf, see V against n, V for n, V -ing, V n to-inf, V on n, V that.

V to n; V with n
All youth groups will have to affiliate to the National Youth Agency. He said he wanted to affiliate with a U.S. firm because he needed expert advice and counsel in legal affairs.
The Institute's diet plans conform to guidelines of the American Heart Association. An inquiry could find no fault with the structure of the ship. It conformed with all the necessary regulations.
The Secretary General spoke to reporters in Amman. As Laurie spoke with Forstmann, her husband was on the other line with Cohen.

V to n; V with quote
I assented to the request of the American publishers to write this book. `I think you're right,' Pantieri assented.
The guards muttered to each other, ignoring Vangelis. `Sometimes Bess doesn't have much sense,' she muttered.

For other combinations with the pattern V to n, see V at n, V from n, V into n, V n to n, V that.

V wh; V wh-to-inf
I have decided what the course content is going to be at the start of the course. A writer or poet decides what to say and then chooses the most beautiful words to express it.
I didn't recognize them when they came in. When they were going I suddenly realized who they were. I think, finally, with this record, I've realized how to write songs.
I can't remember what the programme was called. I just couldn't remember how to spell the most simple of words.
V wh; V with quote

Around eleven, Father Gregory phoned to ask how she was. ‘Where have you been all this time?’ Bess asked anxiously. You can use a chart to note when your next injection is due. It was an extremely well-balanced little car and I noted in my diary, ‘I must say this car really is a little beauty.’ I was thinking how lovely this house is. Pamela was right, she thought.

V with n; V with quote

I do agree with you absolutely. Many European governments agree with these proposals. ‘I don't look sixty-seven,' she added. ‘No,' he agreed, ‘you don't.' As a boy, he had arms and legs that were long and straight and brown, and he laughed with pleasure when people said he looked like an Indian. Liam laughed with his friends who were taking a break from playing cricket. ‘You never know,' laughed Dr Holly, ‘just when the past will catch up with you!' The number of smokers in Britain is falling, but those who persist with the habit are smoking more. ‘You haven't answered me,' she persisted.

V with n; V that

advise affirm agree announce argue ask confess declare deduce demand estimate explain guess inquire marvel note predict proclaim query recall remark report say speculate state stress suggest think warn wonder

For other combinations with the pattern V wh, see V about n, V that.

For other combinations with the pattern V with n, see V at n, V -ing, V n with n, V that, V to n.