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柯林斯 COBUILD 英语语法句型

1: 动词

GRAMMAR
PATTERNS
1: VERBS

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出版前言

自20世纪80年代末起,世界各国的英语教学界就对以全新构想编写的“柯林斯 COBUILD 英语词典系列”表示出极大的兴趣,并一致认为,该系列词典开创了高科技时代词典编纂的先河。这一系列词典是在世界著名的哈珀-柯林斯出版社(HarperCollins Publishers Limited)的支持下,由英国伯明翰大学(Birmingham University)词典编纂组经过十余年的努力,精心编纂而成。参与编写工作的有数百名英语教学、词典编纂和电脑软件专家。从词典的研制到出版花费了巨额的资金。

“柯林斯 COBUILD 英语词典系列”之所以被称为“以全新构想编写而成的新一代辞书”,是因为英国伯明翰大学词典编纂组首先意识到电脑时代的到来对于词典编纂的意义,并将大型电脑运用于词典的编纂工作。由于电脑的发展,利用电脑庞大的存储和检索功能对大量语言现象作具体详尽的分析成为可能。以往,词典编纂人员只能根据个别语言现象推断出词义和用法;现在,他们可以利用先进的电脑设备,输入和检索数以亿万字计的语料,根据大量而确切的语言数据来确定词义和用法。英国伯明翰大学词典编纂组就是根据上述原则,编纂了这一系列新颖独特的词典。

本系列词典中所有的例词和例句均取材于 COBUILD 英语语料库(The Bank of English)。该英语语料库的名称 COBUILD 系 COLLINS BIRMINGHAM UNIVERSITY INTERNATIONAL LANGUAGE DATABASE 的首字母缩略词,如果直译应该是“柯林斯-伯明翰大学国际语料库”。该语料库包含了小说和非小说类的多种语体,如广播和电视用语、日常自然会话、报刊杂志文章,也包含了英国英语、美国英语和澳大利亚英语及多种英语方言。

伯明翰大学的词典编纂组正是依据了该语料库所提供的词频,确定了哪些是最常用词,哪些是次常用词;哪些是美国英语用法,哪些是英国英语用法或澳大利亚英语用法。词典中越是常用的词,解释越是详细,不仅提供该词的语义和句法特征,提供常用的习语和词语的搭

配,还专门辟出栏目以说明用法,并尽可能用简洁明了的句子来解释词目和习语。

本社引进出版的《柯林斯 COBUILD 英语语法句型 1: 动词》是对英语动词句型第一次权威而全面的研究总结。本词典详细解释了 700 余种动词句型,涵盖了 9 000 多个动词释义,对英语动词做出了全新的描述。

《柯林斯 COBUILD 英语语法句型 1: 动词》针对各级英语学习者及教师,对动词进行了迄今为止最全面的分析,每种句型均有详尽的解释,使用同种句型的所有动词一律按释义分列成组,并利用结构表展示各句型成分,清晰易懂。同时还提供上百个动词词汇表,囊括大量释义及功能相似的动词,富有启发性。

《柯林斯 COBUILD 英语语法句型 1: 动词》版面设计新颖,特别是大量表格的使用,更使本词典一目了然,通俗易懂。本词典不但包含动词词频信息,还提供各类句型、动词及释义的语法索引,查找方便,功能强大,是目前在英语动词句型方面一本难得的学习指南。

为了提高我国的英语教学和科研水平,更好地为读者服务,上海外语教育出版社引进了“柯林斯 COBUILD 英语词典系列”,以让我国广大英语学习者和从事相关工作的人员能够获得更多更新颖的工具书。为此,上海外语教育出版社的编辑和哈珀-柯林斯出版社的编辑通力合作,对本系列词典中的例句进行了修订,使之更符合我国的国情。毋庸置疑,如同其他词典一样,本系列词典在编校过程中难免仍有疏漏和失误,敬请广大读者批评指正。

需要说明的是,本系列词典的例证均选自 COBUILD 英语语料库,采用这些例句的目的是为了说明词目的语义和语法特征及用法,并不代表原出版社和本社的观点。

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Richard Thomas, who was Managing Director of Collins Dictionaries throughout most of the project, made valuable contributions to this book.

Foreword

I am very pleased to introduce this new COBUILD book, because I think that it is one of the most important and useful publications of the series. It is the first of a new range of books on grammar patterns, which present the structure of English in a fresh and innovative way, and will eventually cover all the major areas of the language.

To use words correctly and effectively, you have to arrange them in appropriate patterns. The patterns that are special to a particular word you will find in *Collins COBUILD English Usage*; this book, on the other hand, deals with the patterns associated with groups of words. It gives you a comprehensive account of the verb patterns of English, using the evidence of the Bank of English.

The Bank of English now stands at 250 million words of current English, and is thus large enough to give reliable information on all the verbs you are ever likely to need. Until it was available, the underlying regularities of the language were not clear.

The presentation of patterns is not new, of course, in language teaching. In the fifties and sixties the leading reference book for teachers and learners was A.S. Hornby's *A Guide to Patterns and Usage in English* (OUP 1954). In that book, the principal grammatical patterns of the language were set out using simple formulas, and the typical vocabulary for each pattern was shown in examples. Then for a number of years patterns went out of fashion in linguistics, but the advent of COBUILD in the eighties brought back an appreciation of the importance of the environment of a word to its usage, even its meaning.

This last point is very exciting, because it shows that these pattern grammars are much more than convenient ways of presenting the regularities of usage. During the early research days of COBUILD, I became convinced that the meaning of a word was closely related to the choice of which words occurred nearby, and their position. Twelve years ago this was actually difficult to think about; now the evidence is in front of you.

Through the reliability and objectivity of the computer evidence, verbs can be subdivided according to pattern, and patterns can be seen to correlate with meaning – that is to say, verbs with similar patterns have similar meanings. For example, in Chapter 2, Section 15 you will find the pattern consisting of a verb followed by the preposition *by* and a noun group indicating an amount. The verbs with this pattern indicate that an amount is exceeded or not reached, and the prepositional phrase indicates the size of the difference between the two amounts involved. The verbs fall into three closely related meaning groups: the 'increase' and 'decrease' group, the 'win' and 'lose' group, and the 'overrun' group:

*They expect the number of people emigrating this year to **increase** by nearly 50 per cent.*

*The government **lost** by one vote.*

*The meeting **overran** by more than an hour.*

We can now see that this relation between meaning and pattern is inevitable – that meaning and usage have a profound and systematic effect on each other.

So this book is not just a set of useful patterns of English that have to be learned. It is also a partial explanation of why the patterns are as they are, and why particular verbs have them – as the example above makes clear. This makes the patterns easier to understand and recall, and enables you to use the language accurately and productively.

John Sinclair
Professor of Modern English Language, University of Birmingham
Founding Editor-in-Chief, COBUILD

Introduction

This book presents all the patterns of English verbs, and relates these patterns to both structure and meaning. The patterns of a verb are important because they are not only crucial to its usage but also a pointer to its meaning.

What patterns are

A verb pattern is, in most cases, a verb and the words that come after it. These words might be a noun group, an adjective group, a prepositional phrase, an adverb group, or a finite or non-finite clause. In some cases, the Subject is restricted – for example it is always *it*, or always plural – and so can be considered part of the verb pattern.

In the Collins COBUILD English Dictionary (1995 edition), these patterns are encoded in a simple way whereby the elements in each pattern are set out in the order in which they occur. Thus, **V n** means ‘verb followed by a noun group’ and **V n that** means ‘verb followed by a noun group and a that-clause’. The capital **V** indicates the verb that you are concerned with; any other verbal elements in a pattern have their own label. For example an ‘-ing’ form has the label **-ing**, so **V -ing** means ‘verb followed by the ‘-ing’ form of another verb’. Note that in this pattern notation, no attempt is made to indicate the functional category of the elements (Object, Complement, or Adjunct). We have used this same pattern notation in this book.

A pattern of a verb includes only those words that are typical of or significant for that particular verb, not those that are just part of general clause structure. For example, most verbs in English can be followed by adverb groups or prepositional phrases indicating manner, time, or place. When information about manner, time, or place is not essential, the adverb group or prepositional phrase is not considered to be part of the pattern.

Some patterns occur very frequently; some are used with only one or two verbs. In this book, we cover over 700 patterns, including passive patterns and phrasal verb patterns. However, all these patterns are based on a very small number of simple elements – **n** (noun group), **adj** (adjective group), **prep** (prepositional phrase), **to-inf** (to-infinitive), **that** (that-clause), and so on. A list of the elements is given on the inside of the back cover of this book.

The chapters

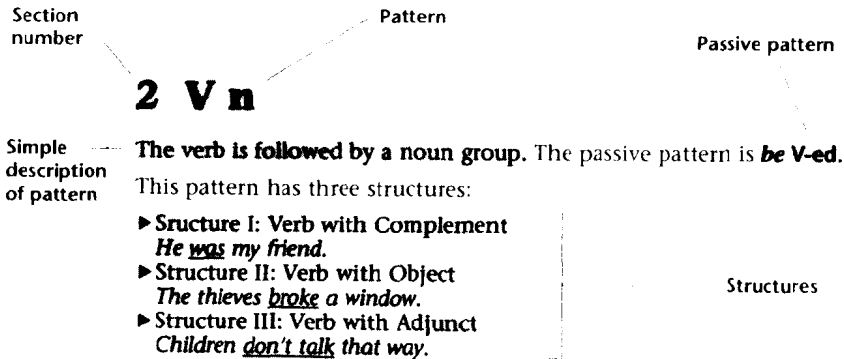
In this book, we take each verb pattern in turn and present information about it, in most cases listing all the verbs in the Collins COBUILD English Dictionary which have the pattern. Chapters 1 to 4 contain information on 85 basic patterns. Chapter 5 contains information on link verbs, such as *be*, *become*, and *seem*. Chapters 6, 7, and 8 deal with verbs that have special combinations of patterns – reciprocal verbs, ergative verbs, and ergative reciprocal verbs. Chapter 9 deals with verb patterns in which the Subject or Object is always *it*. Chapter 10 deals with patterns beginning with *there*. Chapter 11 gives information on the patterns of auxiliaries, modals, and phrasal modals. Chapter 12 contains examples and lists of verbs which share two or more patterns.

The sections

In Chapters 1 to 4, each section deals with one particular pattern, and each section has the same basic arrangement. Below we give an outline of what you will find in each section. Much of this information also applies to the other chapters.

Structures

Each section begins with a heading showing the main pattern dealt with in the section, a simple description of each pattern, and information about how many structures it has, together with an example of each structure. The beginning of Section 2 in Chapter 1 is shown below:



The structure of a pattern tells you whether the element or elements after the verb are, for example the Object, the prepositional Object, the Complement, or an Adjunct. For a full explanation of terms used when describing the structure of a pattern, see the Glossary (page xix). For a full list of the different structures, and information on which patterns have a particular structure, see the Structure Finder (page 623).

Within a section, each structure is dealt with separately. If there is more than one structure, the structures are numbered: I, II, III, IV. The structures are dealt with in this order:

Verbs in phase

Structures containing a Complement or prepositional Complement

Structures containing an Object or prepositional Object

Structures containing an Adjunct

Structures containing a Clause

For each structure, there is a table with a shaded area showing the pattern, a shaded area showing the structure and how the elements in the pattern relate to it, and simple examples of verbs used with this pattern and structure. There are also tables illustrating the passive pattern and the phrasal verb patterns, if these occur. Here is an example showing two tables for the structure 'Verb with Object and prepositional Object Complement' in the section on **V n as n**:

Structure I: Verb with Object and prepositional Object Complement

Active voice: V n as n/-ing

Active pattern		Verb group	noun group	as	noun group/-ing clause
Structure	Subject	Verb	Object	prep. Object Complement	
Examples	Joanna	did not dismiss	Maude	as	a fraud.
	Geodliffe	mentions	this	as	being a safe alternative.
	The government	has presented	these changes	as	major reforms.
	He	regards	himself	as	being too old for the post.

Passive voice: be V-ed as n/-ing

Passive pattern		Verb group	as	noun group/-ing clause	
Structure	Subject	Verb	prepositional Complement		
Examples	A person's life	should be considered	as	beginning at the moment of birth.	
	A life sentence	is defined	as	being twenty-five years.	
	He	had been mentioned	as	a possible new Foreign Minister.	
	The liberators	were revealed	as	oppressors.	

Meaning groups

One of the most important features of this book is its identification of the link between pattern and structure on the one hand, and meaning on the other. This is the first time that this has been done systematically for all verb patterns.

The verbs with each structure have been divided into groups according to their basic meaning. For example, in the section on **V n into n**, there is a group of verbs with the structure 'Verb with Object and Adjunct' which are concerned with causing something or someone to have a quality or an idea. This group consists of the verbs *breathe*, *drum*, *hammer*, *implant*, *infuse*, *inject*, *instil*, and *strike*. There is also a group of verbs which are concerned with making someone do something. This group includes the verbs *bully*, *force*, *nag*, *con*, *trick*, *cajole*, *charm*, *persuade*, and *spur*, along with many others. Sometimes, as in this case, a group of verbs is divided into several sub-groups: making someone do something by using force, by deceiving them, by being nice to them, or by giving them motivation. This division into meaning groups means that this book can be used as a grammatically-based thesaurus.

Sometimes all the verbs with a particular pattern, or a particular structure within a pattern, have the same basic meaning. For example, in the section on **V n to n**, all the verbs with the structure 'Verb with Object and prepositional Object Complement' are concerned with changing something to something else. This group includes the verbs *change*, *convert*, *decrease*, *increase*, *reduce*, *shorten*, and *turn*.

Each meaning group is labelled with one (or more) of the verbs in it: for example, THE 'BORE' GROUP, THE 'START' AND 'STOP' GROUP. The meaning groups are numbered in a way that shows the structure they have. For example, meaning group II.3 is meaning group 3 within the section on Structure II.

Introduction

If there are any verbs that do not belong to any of the meaning groups, they are put in a group called **VERBS WITH OTHER MEANINGS** at the end.

Sometimes we give additional information about the verbs in a particular meaning group, for example that they always have an inanimate Subject. Unless otherwise stated, the term **Subject** always refers to the Subject of an active clause.

Examples

Each meaning group has examples to show the verbs being used with the pattern in question. These examples are actual examples of current English, taken from the Bank of English. Enough context is given to make the meaning of the verb clear. The verb pattern is highlighted in bold, and the verb group itself is underlined.

This example illustrates the pattern **V** with the verb *suffer*:

verb group *Your home life may suffer because of work pressures.*

This example illustrates the pattern **V adj** with the verb *prove*:

verb group *The law has proved **difficult to implement**, however.* adjective group

This example illustrates the pattern **V for n** with the verb *prepare*:

verb group *The crew of the space shuttle Atlantis is preparing **for** *the ride back to Earth tomorrow.* for
noun group*

This example illustrates the pattern **V n prep/adv** with the verb *bring*:

verb group *I will bring **the tape** *to Paris and they will be able to*
check what is on it. noun group
prepositional phrase*

This example illustrates the pattern **V n among pl-n** with the verb *divide*:

verb group *Drain the noodles and divide **them** *among**
plural noun *the individual serving bowls.* among
group

Note that the verb group includes any auxiliaries (forms of *be*, *do*, and *have*), modals (for example *may* or *will*), and phrasal modals (for example *used to* or *have to*). See Chapter 11 for full information on auxiliaries, modals, and phrasal modals.

The negative word *not*, or its contracted form *n't*, is also included in the verb group.

*She hastens to note that she was not groomed **for a**
show business career.*

*He hasn't shown up **for work.***

A group of examples may contain active and passive examples, and examples of phrasal verbs, arranged so that the verbs being exemplified are in alphabetical order. Except for passives and questions, we have avoided giving examples where the elements of a verb pattern appear in a different order from the basic pattern. Circumstances when patterns appear in a different form are explained in the Appendix of this book (page 611).

We also mention and illustrate minor variations on the basic pattern, for example when a verb can be followed by a preposition and an '-ing' clause or a reflexive pronoun, rather than by a preposition and an ordinary noun group. For example, at **V of n**, meaning group 1, there is the following note and example:

Note The preposition *of* is sometimes followed by an -ing clause

verb group *He is proud of his memory, and **boasts of knowing the whole of Gerard Manley Hopkins, among other writers, by heart.*** -ing clause

Lists

We have surveyed the patterns of over 4000 verbs, and this has enabled us to produce a valuable resource in the form of comprehensive lists of the verbs and phrasal verbs in each meaning group. In most sections, these lists show every sense of every verb in the Collins COBUILD English Dictionary which has a particular pattern. A unique feature is the giving of sense numbers, which means we can show that a less frequent sense of a verb has a particular pattern, rather than having to give information only about the most frequent or obvious sense.

In the two sections which deal with the most frequent patterns, not every verb can be listed: for **V**, the lists contain only verbs which are among the 500 most frequently occurring verbs in the Bank of English; for **V n**, Structure II, the lists contain only the top 400 verbs.

Sometimes we say that a pattern is productive with a particular meaning, that is, many verbs could be used with this pattern, or are used occasionally with this pattern. In this case, we list only the verbs which are most frequently used in that way.

The lists are set out in boxes as shown below.

verbs	<p>dump 11</p> <p>fire 2, 1</p> <p>jump 8, 10</p>	<p>lean VP2</p> <p>pounce 1, 2, 3</p> <p>prey 2, 4</p>	<p>round VP</p> <p>set VP</p> <p>stamp VP</p>	<p>swoop ①</p> <p>trample 1</p> <p>turn VP4</p>	sense number
phrasal verbs	<p>clamp down 5, 6</p> <p>come down VPP2</p>	<p>crack down</p> <p>gang up</p>			

- If a verb has more than one sense in the Collins COBUILD English Dictionary, there is a number after it indicating which sense is meant. A number such as 1.2 means sub-entry 1, sense 2. If more than one sense of the verb has the pattern, all relevant sense numbers are given.
- If a phrasal verb was covered under an ordinary verb sense in the dictionary because it has the same meaning, a ▷ symbol is put before the sense number in the list. For example, you will find the verb *stand up* ▷ 2 under sense 2 of the verb *stand*.
- If a combination of a verb and a preposition or adverb was treated as a phrasal verb in the dictionary, but is treated in this book as an ordinary verb pattern, it has VP after it (this means it was treated under a Verb+Particle phrasal verb heading). For example, *turn on*, which was treated as a phrasal verb in the dictionary, is here treated as being the verb *turn* with the pattern **V on n**, because it has the same basic meaning as other verbs which are followed by *on* and are concerned with attacking or harming someone. Similarly, if a combination of a verb, an adverb, and a preposition was treated as a three-part phrasal verb, it has VPP after it. This information helps you if you want to look the verb up in the dictionary.

Introduction

Below is another list, illustrating the use of bracketed information.

attract 1 (<i>people or animals</i>)	call 9 (<i>a witness</i>) (<i>usu passive</i>)	force 1	work 19
bind 2 (<i>Laws... people</i>)	draw 21 (<i>a lot of people</i>)	push 6	
call 5 (<i>a doctor</i>)	(not) draw 23 (<i>a person</i>) (<i>usu passive</i>)	use 1.7	

- If a verb is always used with a negative such as *not* or a modal such as *can*, that word is given in brackets before the verb.
- If a verb is usually passive with the pattern concerned, *usu passive* is put in brackets after it. If a verb is always passive, the passive form itself, for example *be rumoured*, is given in the list. If a verb is usually used in continuous tenses, that form, for example *be dying*, is given.
- Sometimes an Object that typically follows a verb is given in brackets after it, to make the meaning of the verb clearer. Similarly, a typical Subject is sometimes given in brackets after a verb, beginning with a capital letter. Sometimes both Subject and Object are indicated like this: (*Laws...people*).
- If a verb is part of a phrase that appears in the dictionary in the entry for another word in the phrase, the information in brackets will direct you to the correct place in the dictionary. For example, the phrase *come to light* appears as sense 14 of *light*. When we refer to this sense of the verb *come*, the instruction *see light 14* is given in brackets.

Extra information

After all the meaning groups for a particular structure, we set out in words the structure information that is shown in the table at the beginning, and other information that has not been covered, for example about the possible order of the elements.

After all the structures and meaning groups have been explained, we deal with any other patterns which are related to the main pattern, for example patterns which contain an additional prepositional phrase or to-infinitive. For example, the pattern **V for n to-inf** is dealt with at the end of the section on **V for n**.

How to use this book

To find out which patterns a particular **verb** has, look it up in the **Verb Index** (page 631) and turn to the page(s) where it is listed, along with other verbs with the same pattern, structure, and meaning. The Verb Index also gives information about the frequency of each verb. If you want to know which verbs share two or more patterns, turn to **Chapter 12**.

To find out which verbs have a particular **pattern**, for example **V to n** or **V to n to-inf**, look it up in the **Contents** or the **Pattern Finder** (page 625) and turn to the section where it is dealt with.

To find out which patterns and verbs have a particular **structure**, for example 'Verb with two Objects', look it up in the **Structure Finder** (page 623) and turn to the relevant sections.

To find out which patterns and verbs are used when talking about a particular **type of action or activity**, for example 'Attacking' or 'Communication', look it up in the **Meaning Finder** (page 616) and turn to the relevant meaning groups.

An explanation of the grammatical terms used in this book is given in the **Glossary** (page xix). A list of abbreviations used in the patterns is given on the inside cover.

Advice for teachers

There are many ways in which this book can be used by teachers in *planning teaching material*, and by learners using self-access materials. Here we describe a few ideas which should inspire teachers and learners to think of more. First, we think about ways that this book can contribute to a lesson or self-access session. Then, we consider how this book can help the teacher or course designer implement syllabuses of various kinds.

The place of this book in a lesson or in a self-access session

This book can be used:

- to supplement work on a reading or listening text
- to extend vocabulary
- to check accuracy
- to encourage language awareness
- to write language learning materials

Supplementing a reading or listening text

Here is a short passage that might be used as a reading comprehension text:

Anger is a stress response, identical to fear. It is the 'fight or flight' syndrome, the body's arousal for action in the face of a threat. Suppressing anger is not healthy. It is thought that long-term, held-in anger can lead to longer-term raised blood pressure, ulcers and migraines. Insomnia, depression, and alcoholism have all been associated with suppressed anger. It has even been suggested that 75 per cent of breast cancer patients have an 'anger problem' - most of them bottling up their feelings.

The teacher may wish to draw learners' attention to the use of *It is thought that* and *It has been suggested that* in this text.

This pattern is **it be V-ed that**. It is described in this book in Chapter 9, Section 1. This section explains that you use the pattern to indicate that something is said, thought, or discovered by an unspecified group of people. Having read the description, the teacher can discuss with learners the meaning or significance of the pattern. The learners may then be invited to look at more examples of the same pattern, taken from this book (see pages 526-528):

It can be argued that human health would not suffer if we were to stop most animal research.

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.

It is estimated that up to two million people around the country suffer from various forms of asthma.

A short time ago, it was reported that demonstrators had broken through the police lines and more vehicles were set alight.

The differences in meaning indicated by the different verbs chosen can be a topic for class discussion.

Finally, the learners can be asked to look at the list of verbs given for this pattern. Some of these verbs will be known to them, but not with this pattern. Other verbs may be unknown, and the learners can be asked to find out their exact meaning in a dictionary.

Extending vocabulary

Each list in this book contains words which have two things in common: they all have the same pattern, and they share an aspect of meaning. The lists therefore provide a resource for learners to extend their vocabulary by learning words concerned with a particular topic, function, or concept, and by learning the pattern of a group of words together with the words themselves. Learners can be encouraged to keep a record of new words learnt, in their meaning groups, and together with their patterns.

For example, a student of economics, management, or finance, may come across the following paragraph in the financial pages of a newspaper:

Britain's industrial production rose by 0.6 per cent in the year to December, while Holland's slumped by 5.7 per cent; Spain's fell by 2.6 per cent in the 12 months to November. America's retail sales rose by 6.6 per cent in the year to December; German sales increased by 4.6 per cent. In January Britain's retail sales jumped by 1.6 per cent, to give an annual increase of 2.3 per cent, the biggest rise since May 1989.

Any learner may well be intrigued by the range of different verbs meaning 'go up' or 'go down': *rise, slump, fall, increase, and jump*, and by the fact that they can all be followed by *by* and an amount. This pattern is **V by amount**. Looking at Chapter 2, Section 15 in this book (page 173), the learner can find a complete list of similar verbs, that is, verbs that are used in a financial context to mean 'go up' or 'go down' and which have the pattern **V by amount**:

- | | | | |
|-------------|------------|----------|----------|
| climb 4 | drop 1 | rise 9 | soar 1 |
| decline 1 | fall 5 | shrink 2 | surge 2 |
| decrease 1 | increase 1 | sink 7 | swell 1 |
| depreciate | jump 6 | slide 4 | tumble 2 |
| dip 7 | plummet | slip 7 | widen 4 |
| dive 7 | plunge 5 | slump 1 | |
| come down 1 | go up 1 | | |
| go down 1 | shoot up 1 | | |

The lists in this book can be used as a basis for further vocabulary work. For example, a learner who already knows the phrases 'ask someone to do something' and 'tell someone to do something' might look at the pattern **V n to-inf** in Chapter 3, Section 4 of this book. The 'tell' group in that section includes verbs of communication, but with a variety of meanings, for example asking, advising, or telling someone to do something. Using the examples given, and a dictionary where necessary, the learner can be asked to pick out from the list in the 'tell' group those verbs that mean 'ask someone to do something', those that mean 'advise someone to do something', and those that mean 'tell someone to do something'. The learner would end up with three lists of his or her own:

'ask someone to do something'

- | | | |
|---------|---------|-----------|
| ask 2 | bid 2.2 | request 2 |
| beg 1 | entreat | |
| beseech | implore | |

'advise someone to do something'

- | | |
|-----------|-----------|
| advise 1 | counsel 2 |
| caution 2 | warn 2 |