APPENDIX 1.a

UNIVERSITY OF KHARTOUM

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

SYLLABUS

1. Preliminary Year
   a. First Semester
      English 101: General English 6 weekly hours
   b. Second Semester
      English 102: General English 6 weekly hours

2. Second Year
   a. First Semester
      English 201: English in Context 3 weekly hours
      English 203: Introduction to Literary Appreciation 3 weekly hours
   b. Second Semester
      English 202: Advanced Composition 3 weekly hours
      English 204: Introduction to Drama 3 weekly hours

3. Third Year
   a. First Semester
      English 301: The phonology of English I 3 weekly hours
      English 303: Syntactic Analysis I 3 weekly hours
      English 305: Romantic and Victorian Literature 4 weekly hours
   b. Second Semester
      English 302: Shakespeare 3 weekly hours
      English 304: 19th Century American Literature 3 weekly hours
      English 306: Varieties of English & Levels of Usage 3 weekly hours
4. Fourth Year
   a. First Semester
      English 401: African Literature 3 weekly hours
      English 403: Twentieth Century British Literature 3 weekly hours
      English 407: TEFL 4 weekly hours
   b. Second Semester:
      English 402: the Phonology of English II 3 weekly hours
      English 404: Syntactic Analysis II 3 weekly hours
      English: Twentieth Century American Literature 3 weekly hours
      English 408: Translation 3 weekly hours

5. Fifth Year
   a. First Semester
      English 501: Dissertation on Language 5 weekly hours
      English 503: Dissertation on Literature 5 weekly hours
      English — : Research Methods 3 weekly hours
      English 505: Modern Theories of Syntax I 5 weekly hours
      English 507: History of Literary Criticism 5 weekly hours
      English 509: Contrastive and Error Analysis 5 weekly hours
      English 511: Modernism 5 weekly hours
   b. Second Semester
      English 502: Semantics of English 5 weekly hours
      English 504: Special Author, Period or Genre 3 weekly hours
      English 506: Modern Theories of Syntax II 5 weekly hours
      English 508: 17th Century Literature 1600-1680 5 weekly hours
      English 510: Special Topic in Language 5 weekly hours
      English 512: Eighteenth Century Literature 5 weekly hours
## APPENDIX 1.b

### UNIVERSITY OF KHARTOUM

#### FACULTY OF EDUCATION

#### DEPARTMENT OF ENGLISH

### SYLLABUS

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APPENDIX 1.C
ELNEELAIN UNIVERSITY
FACULTY OF ARTS
ENGLISH LANGUAGE DEPARTMENT
SYLLABUS

2nd Year:

1. Basic Grammar (4 hours)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   Features of the English sentence, (Types of sentence, phrase structure, negative interrogative, passivization, ambiguity, gender, number, word classes, relativization, conjunctions).

2. Introduction to the 'Phonology' of English (3 hrs)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   Sound discrimination, organs of speech, structure of English consonants, vowels and diphthongs, syllable structure, rhythm, intonation, stress and transcription.

3. Reading Strategies (3 hrs)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   Selected Reading texts of various length and content for comprehension, basic reading techniques, inference and generating discussion.

4. Writing Practice (3 hours)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   Elements of simple writing: Punctuation, word classes (or parts of speech), the sentence, the question, linking ideas, planning and drafting, paragraphs; writing competently at the level of composition, summary and essay writing.
5. Communication Skills (2 hours)

Examination Paper (2 hrs) : 70%
Class-work : 30%

Building communicative abilities allowing the students to understand both spoken and written language of everyday’s use, besides raising questions / comments on given texts in the spoken and / a written mode.

6. Study Skills (2 hrs)

Examination Paper (1 hr) : 70%
Class-work : 30%

Statistical representation (including: interpretation of tables, charts, graphs, diagrams ‘various’), using the Dictionary, using the Library, extracting main ideas from a given text.

7. Literature in English (4 hrs)

Examination Paper (3 hrs) : 70%
Class-work : 30%

A) First Semester : 1) Introduction to literature ’Poetry and Fiction’, 2) Proposed Texts; Short selected stories (British and others) and sonnets and poems.
B) Second Semester: 1) Introduction Drama, 2) Proposed Text; Oedipus the King.

3rd Year:

1. Language Analysis (4 hours)

Examination Paper (2 hrs) : 70%
Class-work : 30%

A detailed analysis of phrase structure, clause structure, nominalisation, adjuncts, adverbials, embedding, verbal groups, voice/tense, auxiliaries, modals and modes.

2. Lexical Studies (3 hrs)

Examination Paper (2 hrs) : 70%
Class-work : 30%
Semantics of the English Language, Synonyms, antonyms, super and sub-orders, collocations, paraphrasing, embedding and clause.

3. Reading Strategies (3 hrs)
   Examination Paper (2 hrs) : 70%
   Class work : 30%
   Organization of texts, inference, prediction, sequence of informing, topic, repetitions.

4. Writing Techniques (3 hrs)
   Examination Paper (1.5 hrs) : 70%
   Class-work : 30%
   Writing as an artifact, writing as a thinking process, length of sentences, paragraphing (set, planned and organised), Essay writing, Functional writing 'various' Technical, academic, expository writing.

5. Intensive Practice of Listening (2 hrs)
   Examination Paper (2 hrs): 70%
   Class-work : 30%
   Intensifying the students' ability to follow variety of spoken language: the news, meetings, formal and informal language, programmes, listening to lectures, radio, T.V. and Video Programmes.

6. English in Context (3 hrs)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   This course is an introduction to the concept of contextualisation in meanings, sounds, syntax and prosody.
7. Study Skills (2 hrs)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%

   a) Further practice on interpretation of graphs, tables, diagrams, charts etc. b) Further practice on using the library (Bibliography, citations, quotations, index), and c) using the dictionary, d) note-taking and e) an introduction to Research Methods.

8) Literature in English

First Semester
1. Introduction to African Literature, Themes and Techniques.
2. Proposed Texts: a) Chinua Achebe; Things Fall Apart and b) Nguigwa Thiogo; The River Between

Second Semester
2. Proposed Texts: Either; Jane Auston - Pride and Prejudice or Charles Dickens - Great Expectations or else; Emily Brontee - Wuthering Heights.

4th Year:
1. Language Study (3 hrs)
   Examination Paper: (1.5 hrs) : 70%
   Class-work : 30%
   Diachronic and Synchronic Study of Language, Behaviourism, Mentalism, Semiotics, Introduction to Psycho—and Socio-linguistics, the Natural Approach.

2. Traditional / Modern Grammar (3 hrs)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
A Study of traditional schools of Grammar in relation to modern ones and the Grammar in the classroom.

3. Text and Discourse Analysis (3 hrs)
   Examination Paper (1.5 hrs) : 70%
   Class-work : 30%
   Analysis of Discourse, rhetorical features 'Pragmatics', cohesion, omission, developing arguments and linguistic features of a text, spoken vs. written language.

4. Conversation Analysis (3 hrs)
   Examination Paper (1.5 hrs) : 70%
   Class-work : 30%
   Analysis of varieties of conversations of different accents, settings and topics, Features of conversational analysis.

5. The Phonology of English (3 hrs)
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   R.P. Local dialects, British / American English, Strong / weak forms, vowels, diphthongs, rhythm and rhyme.

6. Teaching English as a Foreign Language (TEFL) : (3 hrs).
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
   An introduction to theories of teaching and learning: motivation, designing syllabus, evaluation etc.

7. Literature in English (4 hrs).
   Examination Paper (2 hrs) : 70%
   Class-work : 30%
First Semester
1. Introduction to the 17th and 18th Century Poetry,
2. Proposed Texts: Selected poems for each period from representative poets of the age.

Second Semester
1. Introduction to the 20th century British Literature,
2. Proposed Texts: Either: D.H.Lawrence-Sons and Lovers; or; E.M. Forester - Passage to India.
8. Research Methods (2 hrs)
   A dissertation of 5,000 - 10,000 words.
   An explanation and practice of research methods, topic, sources, information, data collection and analysis, bibliographies, indices, appendices etc.
APPENDIX 1.d
OMDURMAN ISLAMIC UNIVERSITY
FACULTY OF ARTS
DEPARTMENT OF ENGLISH
ENGLISH SYLLABUS

First Year
1. Reading Comprehension and Vocabulary in Context (4 hrs/week)
2. Writing, Summary and Grammar (4 hrs/week)
3. Introduction to Old English Literature (2 hrs/week)
4. Introduction to Novel and short Story (2 hrs/week)
5. Introduction to Drama (2 hrs/week)
6. Phonetics (2 hrs/week)

Second Year
1. Comprehension, Summary, Analysis and Traditional Grammar (4 hrs/week)
2. Advanced Composition (2 hrs/week)
3. Introduction to Linguistics (2 hrs/week)
4. Introduction to Phonology (2 hrs/week)
5. Introduction to 19th Century Novel (2 hrs/week)
6. Introduction to 19th Century Drama (2 hrs/week)
7. Introduction to 19th Century Poetry (2 hrs/week)
8. Islamic Culture (2 hrs/week)
9. Translation (2 hrs/week)
10. Topics for Debates (2 hrs/week)

Third Year
1. Style and Usage
2. Syntactic Analysis
3. The Phonology of English
4. Advanced Linguistics
5. Romantic an Victorian Literature
6. Nineteenth Century American Literature
7. Shakespeare
8. Islamic Culture
9. Literary Criticism
10. Translation

NB: All courses are 2 hour courses / week.

Fourth Year
1. Syntactic Analysis
2. The Phonology of English
3. Linguistics
4. History of English Language
5. African Literature
6. Twentieth Century American Literature
7. Twentieth Century British Literature
8. Research Methods
9. Teaching and Learning of English
10. Comparative Literature
11. Translation

NB: All courses are 2 hour courses / week.

Fifth Year
1. English Language Teaching
2. Advanced Linguistics
3. Language and Society
4. Modern Literature
5. Research Methods
6. Advanced Arabic
7. Islamic Studies
# APPENDIX 1.e

**ISLAMIC UNIVERSITY OF OMDURMAN**  
**FACULTY OF EDUCATION**  
**ENGLISH DEPARTMENT**  
**ENGLISH LANGUAGE CURRICULUM**

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<td>E208</td>
<td>Aspects of the Novel</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>E209</td>
<td>English Phonology</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>E210</td>
<td>Summary and Composition</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>E211</td>
<td>Drama and theatre</td>
<td>3 hrs.</td>
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</tr>
<tr>
<td>E212</td>
<td>Grammatical analysis of English</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>E301</td>
<td>African Literature</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>E302</td>
<td>20th Century American Literature</td>
<td>3 hrs.</td>
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<tr>
<td>E303</td>
<td>19th Century English Literature</td>
<td>3 hrs.</td>
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<tr>
<td>E304</td>
<td>Semantics</td>
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<td>E305</td>
<td>E.L.T</td>
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<td>E306</td>
<td>Presentation</td>
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<td></td>
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<tr>
<td>E307</td>
<td>Principles and Methods of ELT</td>
<td>3 hrs.</td>
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<tr>
<td>E308</td>
<td>Literature in Education</td>
<td>3 hrs.</td>
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</tr>
<tr>
<td>E309-</td>
<td>Arabic Literature</td>
<td>3 hrs.</td>
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</tr>
<tr>
<td>E210</td>
<td>Teaching practice</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>E401</td>
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<td>E402</td>
<td>Essay Writing</td>
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<tr>
<td>E403</td>
<td>Lexical Studies</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>E404</td>
<td>Shakespearian Drama</td>
<td>3 hrs.</td>
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</tr>
<tr>
<td>E405</td>
<td>Modern Fiction</td>
<td>3 hrs.</td>
<td></td>
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<tr>
<td>E406</td>
<td>Contemporary Drama</td>
<td>3 hrs.</td>
<td></td>
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<td><strong>Second Semester</strong></td>
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<td></td>
</tr>
<tr>
<td>E407</td>
<td>Modern Poetry</td>
<td>3 hrs.</td>
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</tr>
<tr>
<td>E408</td>
<td>Elizabethan and Jacobean Drama</td>
<td>3 hrs.</td>
<td></td>
</tr>
<tr>
<td>E409</td>
<td>Landmarks in English Literature</td>
<td>3 hrs.</td>
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</tr>
<tr>
<td>E410</td>
<td>Syntax</td>
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<tr>
<td>E411</td>
<td>Translation</td>
<td>3 hrs.</td>
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<tr>
<td>E412</td>
<td>Psycholinguistics (Elective)</td>
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</table>
### First Year

<table>
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<th>Course Title</th>
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<tr>
<td>E1012</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td>E1022</td>
<td>Reading</td>
</tr>
<tr>
<td>E1032</td>
<td>English Proficiency I: Writing</td>
</tr>
<tr>
<td>E1042</td>
<td>English Proficiency II: Reading &amp; Writing</td>
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### Second Year

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<th>Course Title</th>
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<td>Comprehension, Summary and Analysis</td>
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<td>E2073</td>
<td>Introduction to Literature</td>
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<tr>
<td>E2033</td>
<td>Practical Phonetics</td>
</tr>
<tr>
<td>E2043</td>
<td>Topics for Debate (Optional)</td>
</tr>
<tr>
<td>E2073</td>
<td>Developing Writing Skills (Optional)</td>
</tr>
<tr>
<td>E2023</td>
<td>Elizabethan and Jacobean Drama</td>
</tr>
<tr>
<td>E2063</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>E2061</td>
<td>Language through Literature (New)</td>
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</tbody>
</table>

### Third Year

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<th>Course Title</th>
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</thead>
<tbody>
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<td>The Teaching of English</td>
</tr>
<tr>
<td>E2083</td>
<td>17th Century Novel (Optional)</td>
</tr>
<tr>
<td>E2103</td>
<td>African Literature (Optional)</td>
</tr>
<tr>
<td>E3043</td>
<td>Contrastive Linguistics</td>
</tr>
<tr>
<td>E-</td>
<td>Elizabethan and Jacobean Drama II (New)</td>
</tr>
<tr>
<td>E3073</td>
<td>American Literature (Optional)</td>
</tr>
<tr>
<td>E3023</td>
<td>Transformational Grammar (Optional)</td>
</tr>
<tr>
<td>E3012</td>
<td>English Teaching Methodology</td>
</tr>
<tr>
<td>E3043</td>
<td>20th Century Drama (Optional)</td>
</tr>
<tr>
<td>E3063</td>
<td>20th Century Master Poets (Optional)</td>
</tr>
<tr>
<td>E3013</td>
<td>Principles and Practice of ELT 1</td>
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<tr>
<td>E3083</td>
<td>A History of English Language</td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>E4123</td>
<td>Research Methods I</td>
</tr>
<tr>
<td>E4103</td>
<td>Teaching Practice</td>
</tr>
<tr>
<td>E4023</td>
<td>Principles and Practice of ELT II</td>
</tr>
<tr>
<td>E4043</td>
<td>Stylistics (Optional)</td>
</tr>
<tr>
<td>E3033</td>
<td>Advanced Linguistics</td>
</tr>
<tr>
<td>E4123</td>
<td>A Special Study of a Particular Author Research</td>
</tr>
<tr>
<td>E-</td>
<td>Research Methods II (new)</td>
</tr>
</tbody>
</table>
Appendix 2.a

(CATEGORY 1)

[vp] intransitive pattern with a particle

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Verb phrase</th>
<th>Particle</th>
<th>(adverb phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A gang of thieves</td>
<td>broke</td>
<td>in</td>
<td>last night.</td>
</tr>
<tr>
<td>2.</td>
<td>A squadron of jet fighters</td>
<td>flew</td>
<td>past.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Anthony Sher</td>
<td>makes</td>
<td>up</td>
<td>for the part of Richard III.</td>
</tr>
<tr>
<td>4.</td>
<td>Students</td>
<td>are sitting</td>
<td>in</td>
<td>at the university.</td>
</tr>
<tr>
<td>5.</td>
<td>The astronauts</td>
<td>splashed</td>
<td>down</td>
<td>perfectly at 3pm local time.</td>
</tr>
<tr>
<td>6.</td>
<td>The pilot</td>
<td>took</td>
<td>off</td>
<td>smoothly.</td>
</tr>
<tr>
<td>7.</td>
<td>Parker</td>
<td>throws</td>
<td>in</td>
<td>near the half-way line.</td>
</tr>
<tr>
<td>8.</td>
<td>The runners</td>
<td>are warming</td>
<td>up</td>
<td>quickly before the race.</td>
</tr>
<tr>
<td>9.</td>
<td>Building workers</td>
<td>walked</td>
<td>out</td>
<td>during the morning.</td>
</tr>
<tr>
<td>10.</td>
<td>The snow</td>
<td>came</td>
<td>down</td>
<td>thick and fast.</td>
</tr>
<tr>
<td>11.</td>
<td>The water</td>
<td>went</td>
<td>off</td>
<td>for a couple of hours.</td>
</tr>
<tr>
<td>12.</td>
<td>The sun</td>
<td>went</td>
<td>in.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The prices</td>
<td>came</td>
<td>down.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>He was</td>
<td>waiting</td>
<td>about</td>
<td>here for a whole hour.</td>
</tr>
</tbody>
</table>

Notes

a. There is a relationship of intransitive to transitive between this pattern & [Vn , p] , [Vn.p] and [vp.n], as is shown by the many correspondences between individual items:
   [Vp] Parker throws in near the half-way line.
   [vn.p] Parker throws the ball in near the half-way line.

b. An adverb is not normally inserted between the verb and particle, especially when the combination is idiomatic. But note:

12. The sun went right in.
13. The prices **came** right down (when people started buying elsewhere).

### [Vp nom] nominalized form of verb + particle

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Do/make</th>
<th>Object</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A gang of thieves</td>
<td>Did</td>
<td>a <strong>break-in</strong></td>
<td>last night.</td>
</tr>
<tr>
<td>2.</td>
<td>A squadron of jet</td>
<td>did/staged</td>
<td>a <strong>flypast</strong></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Anthony Sher</td>
<td>does</td>
<td>his <strong>make-up</strong></td>
<td>for the part of Richard III</td>
</tr>
<tr>
<td>4.</td>
<td>Students</td>
<td>are staging</td>
<td>a <strong>sit-in</strong></td>
<td>at the university.</td>
</tr>
<tr>
<td>5.</td>
<td>The astronauts</td>
<td>made</td>
<td>a perfect <strong>splashdown</strong></td>
<td>at 3pm local time.</td>
</tr>
<tr>
<td>6.</td>
<td>The pilot</td>
<td>made</td>
<td>a smooth <strong>take-off</strong></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Parker</td>
<td>takes</td>
<td>a <strong>throw-in</strong></td>
<td>near the half-ways line.</td>
</tr>
<tr>
<td>8.</td>
<td>The runners</td>
<td>are having</td>
<td>a quick <strong>warm-up</strong></td>
<td>before the race.</td>
</tr>
<tr>
<td>9.</td>
<td>Building workers</td>
<td>staged</td>
<td>a <strong>walk-out</strong></td>
<td>during the morning.</td>
</tr>
</tbody>
</table>

**Notes**

a. Various 'nominalized' forms are derived from verbs with particles used in the [Vp] basic pattern. The form referred to as [Vp nom] in the code consists of the base form of the verb plus the particle, which in writing may be hyphenated, thus: **break-in, make-up, sit-in, take-off**, or fully linked, thus: **flypast, splashdown**. The nouns are pronounced with principal stress on the verbal element:

   **'break-in, 'make-up, 'flypast, 'splashdown**

b. Nominalized forms often function in sentence types which stand in a paraphrase relationship to the basic [Vp] pattern. In the type shown in the above table, the nom form occurs as Direct Object, while the verb is one of a small set which includes 'do', 'make', and 'take'.

c. The nominalized form also functions as the complement of the verb 'to be' in a sentence introduced by 'there':

1. There was a **break-in** last night.

2. There was a **flypast** (by jet fighters).

4. There is a **sit-in** (by students) at the university.

7. There is a **thrown-in** (by Parker) near the half-way line.
9. There was a walk-out (by building workers) during the morning.

d. This transformation is normally confined to idiomatic combinations (i.e. phrasal verbs), though not all of those allow it.

[Vp emph] emphatic trnsform

<table>
<thead>
<tr>
<th>No.</th>
<th>Particle</th>
<th>verb phrase</th>
<th>subject</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Down</td>
<td>came</td>
<td>the snow</td>
<td>thick and fast.</td>
</tr>
<tr>
<td>11</td>
<td>Off</td>
<td>went</td>
<td>the water.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>In</td>
<td>went</td>
<td>the sun.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Down</td>
<td>came</td>
<td>the prices.</td>
<td></td>
</tr>
</tbody>
</table>

Notes

a. In this transform, the particle precedes the verb (or verb phrase) and the subject follows. Compare:

[Vp] The prices came down.

[Vp emph] Down came the prices.

In this transform the particle may be stressed; stress combined with initial position gives the particle special prominence.

b. In some sentences in which the subject is a noun phrase, it may precede the verb:

13 Down the prices came.

c. When the subject of the 'emphatic' sentence is a pronoun, however, it must precede the verb:

13 Down they came.

d. The verbs and particles in sentences 1-9 of the [Vp] table are not normally transposed:

5. ? Down splashed the astronauts perfectly.

6. *Offtook the pilot smoothly.

In fact, it is generally the case that when combinations are idiomatic (phrasal verbs), as in these two cases, the emphatic transformation cannot be applied.
### (CATEGORY 2)

**[Vpr] intransitive pattern with a preposition**

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>verb phrase</th>
<th>prepositional phrase</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He</td>
<td>glanced</td>
<td>through the article</td>
<td>quickly.</td>
</tr>
<tr>
<td>2</td>
<td>He</td>
<td>ran</td>
<td>through the main points</td>
<td>briefly.</td>
</tr>
<tr>
<td>3</td>
<td>We</td>
<td>were</td>
<td>banking on a change of heart</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You</td>
<td>can</td>
<td>cope with these few extra people</td>
<td>easily.</td>
</tr>
<tr>
<td>5</td>
<td>He</td>
<td>has</td>
<td>provided for his family</td>
<td>well.</td>
</tr>
<tr>
<td>6</td>
<td>We</td>
<td>'ve</td>
<td>talked about this topic</td>
<td>endlessly.</td>
</tr>
<tr>
<td>7</td>
<td>A gang of thieves</td>
<td>broke into smith's warehouse</td>
<td>last night.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Olive</td>
<td>gets</td>
<td>at her husband</td>
<td>frequently.</td>
</tr>
<tr>
<td>9</td>
<td>The Chancellor</td>
<td>would go into these proposals</td>
<td>very.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>He</td>
<td>can</td>
<td>reckon on a safe political future with some confidence</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I</td>
<td>got</td>
<td>through the written papers with special coaching</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The question of a reprieve</td>
<td>may turn on the age of the victim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>All our opes</td>
<td>rested upon this venture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>He</td>
<td>went</td>
<td>off driving</td>
<td>altogether.</td>
</tr>
<tr>
<td>15</td>
<td>The company</td>
<td>has fallen into disrepute</td>
<td>in recent years</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

a. Some of the expressions appearing here have transitive equivalents (compare nos 11 and 14 in this table with nos 8 and 10, [Vn.pr] table).

b. In many cases, an adverb or adverbial phrase can be inserted between the verb phrase and the prepositional phrase:

4. You can **cope** easily **with** these few extra people.

10. He can **reckon** with some confidence **on** a safe political future.

There may be restrictions when the combination is highly idiomatic, though not in every case. Compare:

8. *Olive **gets** frequently **at** her husband.

9. The Chancellor would **go** very carefully **into** these proposals.
**[Vpr nom] nominalized form of verb + preposition**

Notes

a. Nouns referred to in grammatical codes as [Vpr nom] have the internal pattern 'base form + preposition'. The dictionary does not record any case where they are written as fully joined. The hyphenated form corresponds to the stressing in speech of the verb element:

'Glance-through, 'run-through

The user should note that hyphenated nouns derived from some verb + preposition items have a corresponding unlinked form, with principal stress falling on the final element. Compare:

a quick 'flick-through / a quick flick 'through
another 'skim-through / another skim 'through

It is also worth noting that none of these examples are highly idiomatic.

b. These 'nom' forms occur in a number of sentence patterns, some of which are paraphrases of the basic [Vpr] pattern:

1. He gave the article a quick glance-through
2. He did a brief run-through of the main points.

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Verb phrase</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Verb</td>
<td>Prep.</td>
</tr>
<tr>
<td>1</td>
<td>The article</td>
<td>was glanced</td>
<td>through quickly.</td>
</tr>
<tr>
<td>2</td>
<td>The main points</td>
<td>were run</td>
<td>through briefly.</td>
</tr>
<tr>
<td>3</td>
<td>A change of heart</td>
<td>was being</td>
<td>banked on.</td>
</tr>
<tr>
<td>4</td>
<td>These few extra people</td>
<td>can be</td>
<td>coped with</td>
</tr>
<tr>
<td>5</td>
<td>His family</td>
<td>has been provided</td>
<td>for well.</td>
</tr>
<tr>
<td>6</td>
<td>This topic</td>
<td>has been talked</td>
<td>about endlessly.</td>
</tr>
<tr>
<td>7</td>
<td>Smith's warehouse</td>
<td>was broken</td>
<td>into last night.</td>
</tr>
<tr>
<td>8</td>
<td>Her husband</td>
<td>is got</td>
<td>at frequently.</td>
</tr>
<tr>
<td>9</td>
<td>These proposals</td>
<td>would be gone</td>
<td>into very carefully.</td>
</tr>
<tr>
<td>10</td>
<td>A safe political future</td>
<td>can be</td>
<td>reckoned on</td>
</tr>
</tbody>
</table>
Notes

a. The transform is derived from the active pattern by moving the prepositional object to initial position (with corresponding modification of the verb phrase).

Compare:

[Vpr] The Chancellor would go into these proposals very carefully.

[Vpr pass] These proposals would be gone into very carefully.

An 'agentive' prepositional phrase - 'by the Chancellor' - is an optional constituent:

[Vpr pass] These proposals would be gone into very carefully (by the Chancellor).

b. There is no simple one-to-one correspondence between idiomaticity and the application of this transform. Some sentences containing an idiomatic combination (phrasal verb) may be passivized:

8 Olive gets at her husband frequently.

   Her husband is got at frequently.

   but the same is true of many sentences containing less idiomatic items:

1. He glanced through the article quickly.

   The article was glanced through quickly.

b. Sentences in which the prepositional object is part of a complex idiom are generally not passivized:

   15 *Disrepute has been fallen into in recent years.

d. Some expressions are recorded in the dictionary which function in passive sentences of the [Vpr] type though not in the corresponding active patterns. A highly irregular group is made up of such items as unaccounted for, uncalled for, and unguessed at. Certain of these combinations have a corresponding finite form without the negative prefix, thus account for, call for, guess at, and this can be used in both active and passive sentences. Compare:

   These missiles are unaccounted for by the authorities.
   These missiles are accounted for by the authorities.
   These authorities have accounted for these missiles.
   However, there is no such sentence as
   The authorities have unaccounted for these missiles.
   to correspond, as active, to the first of the set of three.
[Vpr pass (o)] passive transform, with the object of a second preposition becoming
the subject of the passive sentence

Notes

a. A small number of idiomatic expressions, such as get to the bottom of or get to
grips with, form their passives in a special way. It will be seen that the expressions
contain a verb and two prepositions and that the object of the first preposition is an
integral part of the idiom.

b. In this special passive transform, the object of the second preposition is transposed to
front position in the sentence (where it functions as Subject of the passive
construction):

[Vpr] I'll get to the bottom of this whole business.
[Vpr pass(o)] This whole business will be got to the bottom of.
[Vpr] You got to grips with the basic trouble inside an hour.
[Vpr pass(o)] The basic trouble was got to grips with inside an hour.

[Vpr adj] noun phrase with a participial adjective

<table>
<thead>
<tr>
<th>Noun Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

Notes

a. Here, the noun phrase is drawn from the basic sentence as a whole and the
participial adjective from the verb and preposition which function in that
sentence. The grammatical link between the sentence and the phrase is most
clearly shown by relating both to the passive:

[Vpr] He glanced through the article quickly.
[Vpr pass] The article was quickly glanced through.
[Vpr adj] The quickly glanced-through article.

b. The connection of meaning between this transform and the passive is particularly close when the latter indicates a state (non a process). Compare:
His family seems well provided for.
His seems a well provided-for family.

c. It is often essential to place an adverb before the participial adj, as in most of the examples here. When an adverb must be placed before the adj in any [Vpr] entry, this is pointed out in a footnote.

[Vpr emph] emphatic transform

<table>
<thead>
<tr>
<th>No.</th>
<th>Prepositional phrase</th>
<th>Subject</th>
<th>Verb phrase</th>
<th>(adv etc) phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>With these few extra people you can cope easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>for his family he has provided well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>On a safe political future he can reckon with some confidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>On the age of the victim the question of a reprieve may turn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Upon this venture all our hopes rested.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes
a. This transform involves a simple change of order: the prepositional phrase of the basic pattern is transposed to initial position (cf [Vn.pr emph]):
[Vpr] He can reckon on a safe political future with some confidence.
[Vpr emph] on a safe political future he can reckon with some confidence.

b. When the subject is a pronoun it must precede the verb phrase in this transform (cf [Vp emph]). The following sentence is unacceptable:

5 *For his family has provided he well.

When the subject is a noun, or noun phrase, it will precede the verb phrase in some sentences (as it would in nos 4, 5 and 10 above) but may precede or follow in others (nos 12 and 13). Compare the following sentences with the corresponding ones in the table:

12 On the age of the victim may turn the question of a reprieve.
Upon this venture rested all our hopes.

The expressions in both these examples, it should be noted, represent formal usage.

c. In some examples of this transform, a contrast is implied between the noun in the prepositional phrase and another unspecified noun. This noun may be made explicit, as follows:

5. For his family he has provided well (but not for his employees).

d. When the verb + preposition forms an idiomatic whole (phrasal verb), as in nos 7, 8, 9 and 11, this transformation cannot usually be applied.

[Vp rel] relative transform

<table>
<thead>
<tr>
<th>Noun phrase</th>
<th>Relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>article</td>
<td>noun prep rel pron subject verb phrase (adv phrase etc)</td>
</tr>
<tr>
<td>1 The</td>
<td>article through which He glanced (so) quickly...</td>
</tr>
<tr>
<td>3 A</td>
<td>change of heart on which we were banking...</td>
</tr>
<tr>
<td>4 These</td>
<td>people with whom you can cope easily...</td>
</tr>
<tr>
<td>5 The</td>
<td>family for which he has provided well...</td>
</tr>
<tr>
<td>6 This</td>
<td>topic about which we 've talked endlessly...</td>
</tr>
<tr>
<td>10 A</td>
<td>safe political future on which he can reckon with some confidence...</td>
</tr>
<tr>
<td>12 The</td>
<td>factor on which the question of a reprieve turns...</td>
</tr>
<tr>
<td>13 This</td>
<td>venture upon which all our hopes rested...</td>
</tr>
</tbody>
</table>
Notes

a. In this transform a noun (etc) originating in the *prepositional object* of the basic pattern is modified by a relative clause (part of which derives from the subject and verb phrase of the same basic pattern):

[Vpr] We were **banking on** a change of heart.

[Vpr rel] A change of heart **on** which we were **banking**

b. Sentences in which the verb + preposition is highly idiomatic are not relativized as shown above. This sentence is unacceptable:

8 *The husband **at whom** Olive **gets** regularly...*

c. As the transform is normally associated with formal, written English, items marked *informal* in the dictionary tend not to be used in this transform, even when they are not idiomatic. A relative construction that can safely be used with formal and informal items is:

7 **A warehouse which a gang of thieves broke into...**
(Category 3)

[Vp.pr] intransitive pattern with a particle and preposition

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb phrase</th>
<th>particle</th>
<th>Prepositional phrase</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The coaster</td>
<td>Went</td>
<td>aground</td>
<td>on</td>
<td>a sandbank.</td>
</tr>
<tr>
<td>2 He</td>
<td>scraped</td>
<td>along</td>
<td>on</td>
<td>a low salary</td>
</tr>
<tr>
<td>3 He</td>
<td>sent</td>
<td>away</td>
<td>for</td>
<td>a free fisherman's almanac.</td>
</tr>
<tr>
<td>4 The office staff</td>
<td>are looking</td>
<td>forward</td>
<td>to</td>
<td>his retirement very much.</td>
</tr>
<tr>
<td>5 They</td>
<td>had done</td>
<td>away</td>
<td>with</td>
<td>this piece of legislation reluctantly.</td>
</tr>
<tr>
<td>6 She</td>
<td>is facing</td>
<td>Up</td>
<td>to</td>
<td>her responsibilities badly.</td>
</tr>
<tr>
<td>7 We</td>
<td>put</td>
<td>Up</td>
<td>with</td>
<td>these interruptions cheerfully.</td>
</tr>
<tr>
<td>8 An outsider</td>
<td>had come</td>
<td>In</td>
<td>on</td>
<td>our private arrangement</td>
</tr>
<tr>
<td>9 The family</td>
<td>came</td>
<td>up</td>
<td>against</td>
<td>fresh problems.</td>
</tr>
<tr>
<td>10 The match</td>
<td>got</td>
<td>off</td>
<td>to</td>
<td>a good start.</td>
</tr>
</tbody>
</table>

Notes

a. Here we must distinguish between the combinations go aground (on), scrape along (on), and send away (for) (nos 1,2,3), from which the preposition (and its object) can be deleted, and the remaining combinations, where the preposition is a fixed element. Whether or not the preposition is removable tends to affect the transformational possibilities of the whole.

b. This pattern is the intransitive equivalent of [Vn.p.pr], in terms of the correspondences of particular examples. Compare:

[Vp.pr] The family came up against fresh problems.

[Vn.p.pr] The move brought the family up against fresh problems.
c. In some cases, an adverb or adverbial phrase may be inserted between the particle and the prepositional phrase. As the following examples show, it is possible to separate particle and preposition in this way even when the latter cannot be removed:

5. They had **done** away reluctantly **with** this piece of legislation.

7. We **put up** cheerfully **with** these interruptions.

The verb may sometimes be divided from the particle, though generally only by the adverbs 'right' or 'straight':

5. They had **done** right **away with** this piece of legislation.

9. The family **came** straight up **against** fresh problems.

(Occasionally, we find such adverbs of degree as 'completely', 'totally', 'entirely' in the position of 'right' in no.5).

**[Vp.pr pass] passive transform**

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>verb phrase</th>
<th>Particle</th>
<th>(adv. phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A free fisherman's almanac</td>
<td>was <strong>sent</strong></td>
<td>away</td>
<td><strong>for.</strong></td>
</tr>
<tr>
<td>4</td>
<td>His retirement</td>
<td>is being</td>
<td><strong>looked</strong></td>
<td>forward <strong>to</strong></td>
</tr>
<tr>
<td>5</td>
<td>This piece of legislation</td>
<td>had been</td>
<td><strong>done</strong></td>
<td>away <strong>with</strong></td>
</tr>
<tr>
<td>6</td>
<td>Her responsibilities</td>
<td>are being</td>
<td><strong>faced</strong></td>
<td><strong>up</strong> <strong>to</strong></td>
</tr>
<tr>
<td>7</td>
<td>These interruptions</td>
<td>were <strong>put</strong></td>
<td><strong>up</strong></td>
<td><strong>with</strong></td>
</tr>
</tbody>
</table>

**Notes**

a. In this transform the object of the preposition is transposed forward (cf [Vpr pass]), and the form of the verb phrase modified:

[Vp.pr] We **put up with** these interruptions cheerfully.

b. This transform tends to be restricted to cases where the preposition + object are *not* deletable (though see no. 3 in the table above).

d. Sentences in which the prepositional object is part of a complex idiom are generally not passivized:

10. A **good start** was **got off to**.
d. Note the placing of stress in the passive transform:

...looked 'forward to
...done 'away with
...faced 'up to

[Vp.pr adj] noun phrase with a participial adjective

<table>
<thead>
<tr>
<th>No.</th>
<th>Noun phrase</th>
<th>article etc</th>
<th>adv</th>
<th>participial adj</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>His</td>
<td>very much</td>
<td>looked-forward-to</td>
<td>retirement...</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>This</td>
<td>reluctantly</td>
<td>done-away-with</td>
<td>piece of legislation...</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Her</td>
<td>badly</td>
<td>faced-up-to</td>
<td>Responsibilities...</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>These</td>
<td>cheerfully</td>
<td>put-up-with</td>
<td>interruptions...</td>
<td></td>
</tr>
</tbody>
</table>

Notes

a. This noun-phrase transform derives from the basic [Vp.pr] pattern as a whole, and the adjective from the verb + particle + preposition which functions as part of that basic pattern. Note the connection provided by the passive between the basic pattern and this transform:

[Vp.pr] She is facing up to her responsibilities badly.

[Vp.pr pass] Her responsibilities are being badly faced up to.

[Vp.pr adj] Her badly faced-up-to responsibilities...

b. This transform is generally restricted to verb + particle + preposition items from which the last element is not removable. The following is an unusual (though possible) phrase:

2. ? His barely scraped-along-on salary...
[Vp.pr emph] emphatic transform

<table>
<thead>
<tr>
<th>No.</th>
<th>prepositional phrase</th>
<th>subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>prep</td>
<td>object</td>
<td>verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>On</td>
<td>a sandbank</td>
<td>the coaster</td>
<td>went</td>
<td>around.</td>
</tr>
<tr>
<td>2</td>
<td>On</td>
<td>a low salary</td>
<td>he</td>
<td>just</td>
<td>scraped along.</td>
</tr>
</tbody>
</table>

Notes
a. In this transform, the prepositional phrase of the basic pattern has been moved to the front (cf [Vp pr emph]).
b. Sentences from which the preposition + object are not removable are less likely to be transformed in this way than those (like 1 and 2 above) in which they are, though some speakers may find the following acceptable:

7  With these interruptions we put up cheerfully.
8  On our private arrangement an outsider had come in.

[VP.Pr rel] relative transform

<table>
<thead>
<tr>
<th>noun phrase</th>
<th>Relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>article</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
</tr>
</tbody>
</table>
Notes

a. Here, a noun (etc) derived from the *prepositional object* of the basic pattern is modified by a relative clause (part of which derives from the subject, verb phrase and particle of the same basic pattern (cf[Vpr rel]):

[Vp.pr] The coaster *went aground on* a sandbank.

[Vp.pr rel] A sandbank *on* which the coaster *went aground*...

b. Sentences from which preposition + object cannot be removed (i.e. without affecting the meaning of the whole) are less likely to be relativized, though we may hear, or read:

5 This piece of legislation *with* which they had done away...

5 A low salary which he *scraped along on*...

5 This piece of legislation which they had *done away with*…
Verb + particle combinations which are used in transitive sentences can be subclassified according to whether (I) a short noun phrase Object can be placed on either side of the particle; (ii) such an Object must appear between the (main) verb and the particle; (iii) it must be placed after the particle. To account for these differences in Object placement, we recognize three types of transitive verb + particle pattern, identified in the grammatical codes at \([V_n \rightarrow p, V_n.p \text{and} V_p.n]\). We deal with these below beginning with two tables for \([V_n \rightarrow p]\):

**\([V_n \rightarrow p]\) transitive pattern with a particle type (i) Table A**

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>verb phrase</th>
<th>Object</th>
<th>particle</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The studio</td>
<td>will blow</td>
<td>your photographs (them)</td>
<td>up</td>
<td>well.</td>
</tr>
<tr>
<td>2</td>
<td>The accountant</td>
<td>broke</td>
<td>expenditure (it)</td>
<td>down</td>
<td>as follows...</td>
</tr>
<tr>
<td>3</td>
<td>The travel agent</td>
<td>messed</td>
<td>our bookings (them)</td>
<td>up</td>
<td>completely.</td>
</tr>
<tr>
<td>4</td>
<td>We</td>
<td>can play</td>
<td>the recorded programmes (them)</td>
<td>back.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bill</td>
<td>took</td>
<td>the premier (him)</td>
<td>off</td>
<td>to perfection.</td>
</tr>
<tr>
<td>6</td>
<td>The daily help</td>
<td>cleaned</td>
<td>the whole place (it)</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fred</td>
<td>tipped</td>
<td>the police (them)</td>
<td>off</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>will to-</td>
<td>the machine (it)</td>
<td>out</td>
<td>thoroughly.</td>
</tr>
<tr>
<td>9</td>
<td>You</td>
<td>have brought</td>
<td>your children (them)</td>
<td>up</td>
<td>well.</td>
</tr>
<tr>
<td>10</td>
<td>You</td>
<td>have filled</td>
<td>the application</td>
<td>in</td>
<td>incorrectly.</td>
</tr>
<tr>
<td>11</td>
<td>These entertainers</td>
<td>make</td>
<td>their stories (them)</td>
<td>up</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>You</td>
<td>thought</td>
<td>the scheme (it)</td>
<td>out</td>
<td>carefully.</td>
</tr>
<tr>
<td>13</td>
<td>The shops</td>
<td>put</td>
<td>the prices (them)</td>
<td>up</td>
<td></td>
</tr>
</tbody>
</table>
**[Vn ← p] transitive pattern with a particle type (i) Table B**

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>object</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The studio</td>
<td>will</td>
<td>blow</td>
<td>up</td>
<td>your photographs</td>
</tr>
<tr>
<td>2</td>
<td>The accountant</td>
<td>broke</td>
<td>down</td>
<td>expenditure</td>
<td>as follows.</td>
</tr>
<tr>
<td>3</td>
<td>The travel agent</td>
<td>messed</td>
<td>up</td>
<td>our bookings</td>
<td>completely.</td>
</tr>
<tr>
<td>4</td>
<td>We</td>
<td>can</td>
<td>play</td>
<td>back</td>
<td>the recorded programmes.</td>
</tr>
<tr>
<td>5</td>
<td>Bill</td>
<td>took</td>
<td>off</td>
<td>the premier</td>
<td>to perfection.</td>
</tr>
<tr>
<td>6</td>
<td>The daily help</td>
<td>cleaned</td>
<td>out</td>
<td>the whole place.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fred</td>
<td>tipped</td>
<td>off</td>
<td>the police.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>will</td>
<td>try</td>
<td>out</td>
<td>the machine</td>
</tr>
<tr>
<td>9</td>
<td>You</td>
<td>have</td>
<td>brought</td>
<td>up</td>
<td>your children</td>
</tr>
<tr>
<td>10</td>
<td>You</td>
<td>have</td>
<td>filled</td>
<td>in</td>
<td>the application</td>
</tr>
<tr>
<td>11</td>
<td>These entertainers</td>
<td>make</td>
<td>up</td>
<td>their stories.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>You</td>
<td>thought</td>
<td>out</td>
<td>the scheme</td>
<td>carefully.</td>
</tr>
<tr>
<td>13</td>
<td>The shops</td>
<td>put</td>
<td>up</td>
<td>the prices.</td>
<td></td>
</tr>
</tbody>
</table>

Notes

a. This sub-pattern accounts for the great majority of verb + particle combinations (whether idiomatic or not) which are used transitively. It is thus the standard or 'regular' sub-pattern.

b. A combination of verb + particle is classified as (Vn ← p) when a noun or short noun phrase functioning as Object can either precede the particle (as in Table A) or follow it (as in Table B). A personal pronoun substituted for such an Object will always precede the particle (note the pronouns in parentheses in Table A).

c. If a short Object (as illustrated in Tables a and B) is extended there are two possibilities: either the extension of the Object follows the particle:

   We can play the programmes back that you recorded last week.

   or the whole of the extended Object follows:

   We can play back the programmes that you recorded last week.
A verb+particle combination whose Object is a *clause* is classified as \[Vn \rightarrow p\] if it can also be used with noun phrase Objects that function as in Tables A and B. An expression of this kind is *work out* (meaning 'calculate'). Compare the examples:

We have computers to *work out* what we earn, these days.

We have computers to *work* our salaries *out*, these days.

We have computers to *work out* our salaries, these days.

Expressions such as *sew on* or *saw off*, which can take an Indirect as well as a Direct Object, are assigned to this sub-pattern when a short Direct Object, as shown in the following examples, can be placed on either side of the particle:

'The zip has broken. Will you sew me a new one on?'

... *sew a new one on* (for me)?

... *sew on* a new one (for me)?

(Here the Direct Object is 'a new one.) Compare:

'Would you *saw* me a piece *off*?'

... *saw* a piece *off* (for me)?

... *saw off* a piece (for me)?

(Here the Direct Object is 'a piece'.)

Adverbs other than 'straight' or 'right' seldom appear between the verb and the particle even when the combination is not idiomatic (cf[Vp]). This sentence is therefore unacceptable:

* The daily help *cleaned* the whole place quickly *out*.

'Straight' and 'right' are themselves not usually inserted when the verb + particle combination is idiomatic (ie a phrasal verb):

*Bill *took* the premier right *off*.

This rule is relaxed when the combination is not highly idiomatic:

The shops *put* the prices straight *up*.

The daily help *cleaned* the place right *out*.

But note that in these examples the order is (main) verb + object + adverb + particle; this order is invariable and the following in unacceptable:

*The daily help *cleaned* right *out* the place.
Notes

(a) Nouns referred to as $[Vn \rightarrow p \text{ nom}]$ are formed on the 'base form + particle' model and may be written as fully joined or hyphenated (occasionally as two separate words). The verbal element carries principal stress:

'breakdown, 'mess-up, 'take off.

(b) These nominalized forms are often in sentence patterns which are paraphrases of the basic $[Vn \rightarrow p]$ pattern. In one type of paraphrase, the 'nom' form functions as (part of) the Direct Object of the verb 'do' (or 'make'), as in this table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>do / make</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The studio</td>
<td>will do</td>
<td>a good blow-up of your photographs.</td>
</tr>
<tr>
<td>2</td>
<td>The accountant</td>
<td>did</td>
<td>a breakdown of expenditure as follows...</td>
</tr>
<tr>
<td>3</td>
<td>The travel agent</td>
<td>made</td>
<td>a complete mess-up of our bookings.</td>
</tr>
<tr>
<td>4</td>
<td>We</td>
<td>can do</td>
<td>a play-back of the recorded programmes.</td>
</tr>
</tbody>
</table>

(c) In some cases, an Indirect Object pattern with 'give' is used, as in this table:

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>give</th>
<th>indirect object</th>
<th>direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The daily help</td>
<td>gave</td>
<td>the whole place</td>
<td>a clean-out.</td>
</tr>
<tr>
<td>6</td>
<td>Fred</td>
<td>gave</td>
<td>the police</td>
<td>the tip-off.</td>
</tr>
<tr>
<td>7</td>
<td>I will</td>
<td>give</td>
<td>the machine</td>
<td>a thorough try-out.</td>
</tr>
</tbody>
</table>

This sentence type can in turn be related to one containing 'get':

The whole place got a clean-out.

The police got the tip-off from Fred.

The machine will get a thorough try-out.
### Passive Transform

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your photographs</td>
<td>will be</td>
<td>blown</td>
<td>up</td>
</tr>
<tr>
<td>2</td>
<td>Expenditure</td>
<td>was</td>
<td>broken</td>
<td>down</td>
</tr>
<tr>
<td>3</td>
<td>Our bookings</td>
<td>were</td>
<td>messed</td>
<td>up</td>
</tr>
<tr>
<td>4</td>
<td>The recorded programmes</td>
<td>can be</td>
<td>played</td>
<td>back.</td>
</tr>
<tr>
<td>5</td>
<td>The premier</td>
<td>was</td>
<td>taken</td>
<td>off</td>
</tr>
<tr>
<td>6</td>
<td>The whole place</td>
<td>was</td>
<td>cleaned</td>
<td>out</td>
</tr>
<tr>
<td>7</td>
<td>The police</td>
<td>were</td>
<td>tipped</td>
<td>off</td>
</tr>
<tr>
<td>8</td>
<td>The machine</td>
<td>will be</td>
<td>tried</td>
<td>out</td>
</tr>
<tr>
<td>9</td>
<td>Your children</td>
<td>have been</td>
<td>brought</td>
<td>up</td>
</tr>
<tr>
<td>10</td>
<td>The application</td>
<td>has been</td>
<td>filled</td>
<td>in</td>
</tr>
<tr>
<td>11</td>
<td>Their stories</td>
<td>are</td>
<td>made</td>
<td>up</td>
</tr>
<tr>
<td>12</td>
<td>The scheme</td>
<td>was</td>
<td>thought</td>
<td>out</td>
</tr>
<tr>
<td>13</td>
<td>The prices</td>
<td>were</td>
<td>put</td>
<td>up</td>
</tr>
</tbody>
</table>

**Notes**

(a) The passive pattern is derived from the active by transposing the Direct Object to the front position and by changing the form of the verb phrase (will blow $\rightarrow$ will be blown; can play $\rightarrow$ can be played). The particle now immediately follows the (main) verb. Compare:

$[Vn \rightarrow p]$ Fred tipped off the police.

$[Vn \rightarrow p]$ The police were tipped off.

A prepositional phrase, 'by Fred', originating as the subject of the active sentence is optional in the passive:

$[Vn \rightarrow p]$ The police were tipped off (by Fred).

(b) When the Object of the active sentence is a clause, it remains in the final position in the transform and ‘it’ is introduced initially. Compare:

We worked out that we should need $100.

It was worked out that we should need $100.
(c) There may be two types of passive sentence when he active pattern contains an Indirect (as well as a Direct) Object. Compare these acceptable transforms:

I was sent down a list of missing stock.

A list of missing stock was sent down to me.

With the unacceptable

* A list of missing stock was sent down me.

(d) There is a close similarity (in terms of word order) between the passive transform and that of the [Vpr] pattern. However, the transforms are in most cases differentiated by stress placement. Compare:

[Vpr pass] The doctor's been 'sent for.

[Vnp pass] The student's been 'sent down (i.e. from a university)

(e) This transform applies to the great majority of combinations in this pattern. The fact that a combination is idiomatic does not normally affect transformation to the passive.

(f) Several transitive phrasal verbs listed in the dictionary (eg frosted over, run down) are used in a passive form but not in the actives from which such passives are normally derived. We find examples such as these:

After the severe cold of last night, all the windows are frosted over.

The doctor said he was run down and needed rest.

but not all the corresponding 'actives':

*The severe cold of last night has frosted all the windows over.

*The doctor said all those late nights had run him down and he needed rest.
[Vn $\rightarrow$ p adj] noun phrase with a participial adjective

<table>
<thead>
<tr>
<th>No.</th>
<th>Noun phrase</th>
<th>(adv)</th>
<th>participial adj</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Your</td>
<td>well</td>
<td>blown-up</td>
<td>photographs....</td>
</tr>
<tr>
<td>3.</td>
<td>Our</td>
<td>completely</td>
<td>messed-up</td>
<td>bookings....</td>
</tr>
<tr>
<td>4.</td>
<td>The</td>
<td></td>
<td>played-back</td>
<td>programmes...</td>
</tr>
<tr>
<td>8.</td>
<td>The</td>
<td>thoroughly</td>
<td>tried-out</td>
<td>machine....</td>
</tr>
<tr>
<td>9.</td>
<td>Your</td>
<td>well</td>
<td>brought-up</td>
<td>children....</td>
</tr>
<tr>
<td>10.</td>
<td>Your</td>
<td>incorrectly</td>
<td>filled-in</td>
<td>application....</td>
</tr>
<tr>
<td>11.</td>
<td>Their</td>
<td></td>
<td>made-up</td>
<td>stories....</td>
</tr>
<tr>
<td>12.</td>
<td>Your</td>
<td>carefully</td>
<td>thought-out</td>
<td>scheme.......</td>
</tr>
</tbody>
</table>

Notes

(a) The noun phrase of this transform is derived from the basic pattern as a whole, and the participial adjective from the verb + particle (eg blow up, mess up) which functions in it. Note the link between the basic pattern and this transform provided by the passive:

[Vn $\rightarrow$ p] You thought the scheme out carefully.

[Vn $\rightarrow$ p adj] Your carefully thought-out scheme...

(b) The pattern indicates 'completed action' and not 'action in progress':

Those played-back programmes are not a success.

(implying that they have already been played back).

A close connection of meaning between this transform and the passive can be shown when the latter expresses a state also. Compare:

[Vn $\rightarrow$ p] Your children have been brought up well.

[Vn $\rightarrow$ p pass] Your children are well brought up.

[Vn $\rightarrow$ p adj] Yours are well brought-up children.

(c) Idiomaticity appears to have no bearing on whether this transform is possible or not.
(d) Several combinations listed in the dictionary (e.g. played out, run down) are used in the adj form but not in the active pattern from which the adj is normally derived. Examples like these occur:

She drifted from one affair to another, eventually setting up house with a played-out opera singer.

He emerged from his ordeal in a completely run-down condition.

But neither of these are acceptable:
* His fondness for drink had played him out.
* His ordeal had run him down completely.

[Vn.p] transitive pattern with a particle type (ii)

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Verb phrase</th>
<th>Object</th>
<th>particle</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The comedian</td>
<td>doesn't get</td>
<td>his jokes (them)</td>
<td>across.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The police</td>
<td>moved</td>
<td>the spectators (them)</td>
<td>along.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The technician</td>
<td>will run</td>
<td>that bit of tape (it)</td>
<td>through. again.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The govt.</td>
<td>will see</td>
<td>the thing (ie crisis) (it)</td>
<td>through.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I</td>
<td>'11 knock</td>
<td>his block</td>
<td>off.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Parker</td>
<td>throws</td>
<td>the ball (it)</td>
<td>in. near the half-way line</td>
<td></td>
</tr>
</tbody>
</table>

Notes

(a) In this sub-pattern there is a restriction on the positioning of an Object consisting of a short noun phrase. This must precede the particle, as is shown in the table. A personal pronoun substituted for the noun phrase also precedes, as is the general rule for the whole [Vn p], [Vn.p] and [Vp.n] pattern.
(b) If a short Object is lengthened (say, by the addition of a clause) the *extension* may follow the particle, or the whole Object may:

The comedian doesn’t get the jokes *across* that he prepares in advance.

The comedian doesn’t get *across* the jokes that he prepares in advance (though the second pattern is more unusual: see the next note).

(c) This sub-pattern is often preferred for such verbs as **move, run, get, see** and such particles as *across, over, through* because if a short Object were free to *follow* those particles, the particle might, in particular cases, be mistaken for a preposition, and the combination as a whole misinterpreted. Compare the examples:

[Vn.p] He Saw the crisis *through* (i.e. he survived it).

[Vpr] He saw *through* the crisis (i.e. he didn’t really believe there was one).

(d) Combinations such as **burn (oneself) out** (=’ruin one’s health through overwork etc) belong to this sub-pattern because the only Object possible is a reflexive pronoun, and such pronouns must precede the particle. The headphrase and grammatical code for this item are therefore:

**burn (oneself) out** [Vn.p...]

We can compare in this respect:

**fix up (with)** [Vn  

Here, fix up is described as [Vn  

He’s fixed the whole family *up (with* good jobs).

He’s **fixed** up the whole family *(with good jobs.)*

He’s fixed **himself up (with** a good job).
**[Vn.p nom]** nominalized form of verb + particle

Note

Though only one example has been given in the main [Vn.p] table above of a verb + particle combination from which a noun can be derived (i.e. **throw in**, yielding **throw-in**), there is no general restriction on noun formation for combinations used in this sub-pattern. The following entry provides a further example:

**Walk-through** [Vn.p nom pass] (theatre) show (sb) the movements he must make in a scene etc... 'After lunch I want to do a **walk-through** of the ghost scene,' and several others are recorded. The code [Vn.p nom] should be taken to mean as here that the noun is of the 'base-form + particle' type (for fuller details see the notes and tables at [Vn±p nom], above).

Vn.p pass] passive transform

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>(adv phrase etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>His jokes</td>
<td>aren't</td>
<td>got</td>
<td>across.</td>
</tr>
<tr>
<td>2</td>
<td>The spectators</td>
<td>were</td>
<td>moved</td>
<td>along.</td>
</tr>
<tr>
<td>3</td>
<td>That bit of tape</td>
<td>will be</td>
<td>run</td>
<td>through again.</td>
</tr>
<tr>
<td>6</td>
<td>The ball</td>
<td>is</td>
<td>thrown</td>
<td>in</td>
</tr>
</tbody>
</table>

Notes

(a) This passive transform and that of the ‘major’ [Vn±p] sub-pattern are in all respects—word-order, form of the verb phrase, treatment of clause Objects, stress placement - exactly the same, and users needing a fuller explanation of those features are referred to the notes at [Vn±p pass].

(b) Since some of the words functioning as particles in the [Vn.p] pattern (eg **across, over, through**) can also be used as prepositions, the passive treated here and the [Vpr] passive may resemble each other in individual cases to the point where misinterpretation is possible. In speech, however, the two types are often (though not always) differentiated by the placing of nuclear stress. Compare:
The video tape needs to be carefully run 'through' (i.e. through the recorder).

The money he'd inherited was quickly 'run through.'

(c) When the Direct Object of this sub-pattern is a reflexive pronoun (and no other kind of Direct Object is possible), we shall not find:

*He had been written out by the age of thirty.

as a passive of:

He had written himself out (=had nothing new to write) by the age of thirty.

though the following passive-like construction is acceptable:

He was/seemed written out by the age of thirty.

[Vp.n] transitive pattern with a particle type (iii)

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The cavalry</td>
<td>will</td>
<td>bring up</td>
<td>the rear.</td>
</tr>
<tr>
<td>2</td>
<td>The search party</td>
<td>has</td>
<td>given up</td>
<td>all hope of finding the missing aircraft.</td>
</tr>
<tr>
<td>3</td>
<td>Jeremy</td>
<td>put</td>
<td>in</td>
<td>a brief appearance.</td>
</tr>
<tr>
<td>4</td>
<td>The hedgerows</td>
<td>put</td>
<td>forth</td>
<td>new buds.</td>
</tr>
<tr>
<td>5</td>
<td>Many households</td>
<td>take</td>
<td>in</td>
<td>lodgers.</td>
</tr>
<tr>
<td>6</td>
<td>The authorities</td>
<td>trumped</td>
<td>up</td>
<td>a case against Smith.</td>
</tr>
</tbody>
</table>

Notes

(a) In this sub-pattern an Object consisting of a noun, or short noun phrase, is placed after the particle.

(b) Following the general rule for types (i), (ii) and (iii), a substituted pronoun Object, if there is one, precedes the particle. Compare:

Many households take in lodgers.

Many households take them in.
(c) Combinations of verb + particle whose Object is *clause* but which cannot have a noun or noun phrase Object are classified as [Vp.n] because the clause must, following the general rule, be placed after the particle. Consider:

**find out 2** [...Vp.n] discover a mistake, a loss, sb’s dishonesty etc ... One day someone will start asking questions and find out precisely why we’ve been losing so much money.

If a combination can take a clause or a short noun phrase as Object, and the latter must follow the particle, the item will also be described as [Vp.n]:

**find out 1** [...Vp.n pass] learn (sth) by study, calculation or inquiry. Do you feel a need to find out what you have done with it? (cf Do you feel a need to find out its whereabouts?).

**[Vp.n nom]** nominalized form of verb + particle

Note

Though we provide no example in the table just above of a verb + particle combination from which a ‘nom’ form derives, there is no general restriction on the transform here, provided that the expression is not complex (as bring up the rear and put in an appearance are). When an entry has the code [Vp.n nom], as in the following entry, this is to be taken to mean that the noun in question is of the ‘base form + particle’ type (for further details see the notes and the tables at [Vr p nom], above).

**make up 4** [Vp.n nom...] form, compose (sth larger)... There are plans to change the make-up (=composition) of the Boardo. There is something in his make-up (=nature, character) that repels people.
### [Vp.n pass] passive transform

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>(agentive prep phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The rear</td>
<td>will be</td>
<td>brought</td>
<td>up</td>
</tr>
<tr>
<td>2</td>
<td>All hope of finding the missing aircraft</td>
<td>has been</td>
<td>given</td>
<td>up</td>
</tr>
<tr>
<td>3</td>
<td>A brief appearance</td>
<td>was</td>
<td>put</td>
<td>in</td>
</tr>
<tr>
<td>4</td>
<td>New buds</td>
<td>are</td>
<td>put</td>
<td>forth</td>
</tr>
<tr>
<td>5</td>
<td>Lodgers</td>
<td>are</td>
<td>taken</td>
<td>in</td>
</tr>
<tr>
<td>6</td>
<td>A case against Smith</td>
<td>was</td>
<td>trumped</td>
<td>up</td>
</tr>
</tbody>
</table>

**Note**

As regards word order, the form of the verb phrase, the treatment of clause Objects and the placing of stress, the passives of the sub-patterns.  
[Vn p] and [Vp.n] are alike. The user is referred to the notes at [Vn p pass] for an explanation of these features.
(Category 5)

[Vn.pr] transitive pattern with a preposition

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>verb phrase</th>
<th>object</th>
<th>prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He</td>
<td>makes</td>
<td>rather too much</td>
<td>of his aristocratic connections.</td>
</tr>
<tr>
<td>2</td>
<td>The governor</td>
<td>made</td>
<td>an example</td>
<td>of these prisoners.</td>
</tr>
<tr>
<td>3</td>
<td>I</td>
<td>have taken</td>
<td>careful note</td>
<td>of your remarks.</td>
</tr>
<tr>
<td>4</td>
<td>We</td>
<td>Take</td>
<td>strong exception</td>
<td>to the attack on mr. mackay.</td>
</tr>
<tr>
<td>5</td>
<td>Peter</td>
<td>foists</td>
<td>all his problems</td>
<td>on his unfortunate friends.</td>
</tr>
<tr>
<td>6</td>
<td>Some</td>
<td>pinned</td>
<td>their faith</td>
<td>on a religious revival.</td>
</tr>
<tr>
<td>7</td>
<td>Warning cries</td>
<td>cheated</td>
<td>the cat</td>
<td>of its prey.</td>
</tr>
<tr>
<td>8</td>
<td>Special coaching</td>
<td>got</td>
<td>me</td>
<td>through the written papers.</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>don’t hold</td>
<td>his past failings</td>
<td>against him.</td>
</tr>
<tr>
<td>10</td>
<td>The instructor</td>
<td>put</td>
<td>him</td>
<td>off driving altogether.</td>
</tr>
</tbody>
</table>

Notes

(a) Some of the phrasal verbs and longer idioms classified as [Vn.pr] - and illustrated here - are related to [Vpr] items in terms of the transitive / intransitive contrast. Compare:

[Vn.pr] Special coaching got me through the written papers.
[Vpr] I got through the written papers with special coaching.
[Vn.pr] The instructor put him off driving altogether.
[Vpr] He went off driving altogether.

(see examples 11 and 14 in the [Vpr] table).

(b) In many cases, an adverb or adverbial phrase can be placed between the Direct Object and the prepositional phrase. This may be possible even when the combination is idiomatic:

2 The governor made an example, only last week, of these prisoners.
5 Peter foists all his problems, year in and year out, on his unfortunate friends.
(c) When the Object is relatively long and the prepositional phrase relatively short, they are often transposable, as follows:

10 he instructor put off driving every student who came his way.

When the Object—or part of it—is an element in a complex expression, however, this kind of transposition is usually not possible:

4 We take to this attack the strongest possible exception.

though we do sometimes meet acceptable transpositions of this kind as in:

1 He makes of these connections rather too much, I feel.

(d) Sometimes a long Object can be divided, with part of it—usually a relative clause—following the prepositional phrase:

9 I don’t hold past failings against him for which he can’t really be held responsible.

[Vn.pr pass] passive transform

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>verb phrase</th>
<th>prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>verb</td>
<td>prep</td>
</tr>
<tr>
<td>1</td>
<td>Rather too much</td>
<td>is</td>
<td>made</td>
</tr>
<tr>
<td>2</td>
<td>An example</td>
<td>was</td>
<td>made</td>
</tr>
<tr>
<td>3</td>
<td>Careful note</td>
<td>has been</td>
<td>taken</td>
</tr>
<tr>
<td>4</td>
<td>Strong exception</td>
<td>is</td>
<td>taken</td>
</tr>
<tr>
<td>5</td>
<td>All his problems</td>
<td>are</td>
<td>foisted</td>
</tr>
<tr>
<td>6</td>
<td>Their faith</td>
<td>was</td>
<td>pinned</td>
</tr>
<tr>
<td>7</td>
<td>The cat</td>
<td>was</td>
<td>cheated</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>was</td>
<td>got</td>
</tr>
<tr>
<td>9</td>
<td>His past failings</td>
<td>are not</td>
<td>held</td>
</tr>
<tr>
<td>10</td>
<td>He</td>
<td>was</td>
<td>put</td>
</tr>
</tbody>
</table>
Notes

(a) This passive pattern is derived from the active by transposing the Direct Object of the latter to front position and by changing the form of the verb phrase. The prepositional phrase remains in final position. Compare:

[Vn.pr] Warning cries **cheated** the cat of its prey.

[Vn.pr pass] The cat was **cheated of** its prey.

A prepositional phrase, 'by warning cries', which originates from the subject of the active pattern, is optional:

[Vn.pr pass] The cat was **cheated of** its prey (by warning cries).

(b) There is a general parallel between this passive and those of the sub-patterns [Vn \( \rightarrow \) p], [Vn.p] and [Vp.n]. This is particularly evident when the same combination of words functions in the [Vn.pr] pattern and, say, the [Vn.p] pattern. Compare:

[Vn.pr] I was **got through** the written papers (by special coaching).

[Vn.p] I was **got through** (by special coaching).

(c) A [Vn.pr] expression may take as Object a clause introduced by 'that', 'how', etc:

You should **bear in mind** that he wasn't present (cf you should **bear** that fact **in mind**).

The passive of a [Vn.pr] sentence with a clause as Object is:

It should be **borne in mind** that he wasn't present.

though the following alternative construction is found:

That he wasn't present (at the time) should be **borne in mind**.

(d) A number of [Vn.pr] items listed in the dictionary (eg **embroiled** in, **used** to) occur in the passive form but not in the active form from which passives are normally derived. These examples are quite normal:

Members became **embroiled in** heated debate over the issue of political union.

**I'm used to** these sudden changes of plan.

but the following active patterns are unacceptable:

• The issue of political union **embroiled** members **in** heated debate.

* Experience has **used** me **to** these sudden changes of plan.
[Vn.pr pass (o)] passive transform, with the prepositional object of the active pattern becoming the subject of the passive

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>verb phrase</th>
<th>object</th>
<th>prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>His aristocratic connections</td>
<td>are made</td>
<td>rather too much</td>
<td>of.</td>
</tr>
<tr>
<td>2</td>
<td>These prisoners</td>
<td>were made</td>
<td>an example</td>
<td>of.</td>
</tr>
<tr>
<td>3</td>
<td>Your remarks</td>
<td>have been</td>
<td>taken</td>
<td>note</td>
</tr>
<tr>
<td>4</td>
<td>The attack on Mr. Mackay</td>
<td>is taken</td>
<td>strong exception</td>
<td>to.</td>
</tr>
</tbody>
</table>

Notes

(a) This transformation only applies when there is a close idiomatic link between parts of a complex expression functioning as (main) verb, Direct Object and preposition. It will be noted, for example, that nothing can be removed from make an example of or take exception to without making the remainder unacceptable. In the [pass (o)]transform these parts remain together and a subject is introduced originating in the prepositional object of the active pattern:

[Vn.pr] The governor made an example of these prisoners.

[Vn.pr pass(o)] These prisoners were made an example of (by the governor).

(b) Note that in this transform it is the pronoun or noun forming (part of) the Direct Object which bears principal stress, and not the main verb:

1 His aristocratic connections are made rather too ‘much of.

3 Your remarks have been taken careful ‘note of.
### Notes

(a) This transform results from a simple change of order, with the prepositional phrase shifted to initial position (cf [Vn.pr emph]):

[Vn.pr] Peter *foists* all his problems *on* his unfortunate friends.

[Vn.pr emph] On his unfortunate friends Peter *foists* all his problems.

(b) In some of the examples, a contrast may be implied between a noun, etc in the prepositional phrase and other unspecified words. These words may be made explicit. Consider:

4 To the attack on Mr. Mackay we *take* strong *exception* (though not *to* your other remarks).

(c) In some cases adjustments in vocabulary and style will affect the extent to which the emphatic transform can be acceptably applied. Compare:

Of its prey warning cries *cheated* the cat.
Of all these benefits a sudden fall in share values cheated the hopeful investors. However, highly idiomatic combinations of verb + preposition (eg nos 9 and 10) are generally not transformed in this way, whether the vocabulary is changed or not.

[Vn.pr rel] relative transform

| No. | Noun Phrase                  |  | prep | rel pron | Subject | verb phrase | object          |
|-----|------------------------------|  |------|---------|---------|-----------|----------------|
| 1   | Aristocratic connections     |  | of   | which   | he      | makes     | rather too much... |
| 2   | These prisoners              |  | of   | whom    | the governor | made   | an example... |
| 3   | Remarks                      |  | of   | which   | I       | have taken | careful note.... |
| 4   | The attack                   |  | to   | which   | we      | take      | strong exception.... |
| 5   | The friends                  |  | on   | whom    | Peter   | foists    | all his problems... |
| 6   | A religious revival          |  | on   | which   | Some    | pinned    | their faith... |

Notes

(a) In this transform the article + noun (etc), which originates in the prepositional object of the basic pattern, is modified by a relative clause (which itself contains the subject, verb phrase and Object of that same pattern):

[Vn.pr] The governor made an example of these prisoners.

[Vn.pr rel] These prisoners of whom the governor made an example...

(b) Sentences containing idiomatic combinations (phrasal verbs) are not normally made into relative clauses. Consider:

* A man against whom I don't hold his past failings....

(c) Whether a relative transform is possible often has to do with the formality of the combination. Even an unidiomatic combination would not be relativized if it was at the same time informal in style:

8 *The written papers through which special coaching got me....

though it might be used as follows:

The written papers which special coaching got me through....
[Vn.p.pr] transitive pattern with a particle and preposition

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>verb phrase</th>
<th>object</th>
<th>particle</th>
<th>prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We</td>
<td>brought</td>
<td>them</td>
<td>around</td>
<td>to a different way of thinking.</td>
</tr>
<tr>
<td>2</td>
<td>The women</td>
<td>had</td>
<td>decked</td>
<td>out</td>
<td>in satin frocks.</td>
</tr>
<tr>
<td>3</td>
<td>They</td>
<td>filled</td>
<td>me</td>
<td>in</td>
<td>on the latest developments.</td>
</tr>
<tr>
<td>4</td>
<td>Some trickster</td>
<td>had</td>
<td>fobbed</td>
<td>off</td>
<td>with this story.</td>
</tr>
<tr>
<td>5</td>
<td>Someone</td>
<td>had</td>
<td>let</td>
<td>in</td>
<td>on our private arrangement.</td>
</tr>
<tr>
<td>6</td>
<td>The move</td>
<td>brought</td>
<td>the family</td>
<td>up</td>
<td>against fresh problems.</td>
</tr>
<tr>
<td>7</td>
<td>The referee</td>
<td>got</td>
<td>the match</td>
<td>off</td>
<td>to a good start.</td>
</tr>
<tr>
<td>8</td>
<td>You</td>
<td>can</td>
<td>put</td>
<td>down</td>
<td>to bad planning.</td>
</tr>
<tr>
<td>9</td>
<td>They</td>
<td>put</td>
<td>him</td>
<td>up</td>
<td>to some mad escapade.</td>
</tr>
<tr>
<td>10</td>
<td>You</td>
<td>shouldn't</td>
<td>take</td>
<td>out</td>
<td>on me.</td>
</tr>
</tbody>
</table>

Notes

(a) In each of nos 1-4 the preposition (and its object) can be removed without changing the meaning of the remainder of the sentence. To some extent this affects possibilities of transformation.
(b) The pattern has an intransitive equivalent in [Vp.pr]. Compare nos 5,6 and 7 here with nos 8,9,10 in the [Vp.pr] table.
(c) In the table, the Direct Object is placed before the particle. In some cases it can, when it is a short noun phrase, follow the particle:

3 They filled in their colleagues on the latest developments.

10 You shouldn't take out your resentment on me.
(d) In most of the examples here, an adverb or adverbial phrase may be placed between the particle and the prepositional phrase:

2 The women had **decked** themselves **out** gaudily in satin frocks.

7 The referee **got** the match **off**, despite the incident on the terraces, **to a good start.**

(The idiomaticity of items does not appear to affect adverb insertion in a general way.)

**[Vn.p..pr pass] passive transform**

<table>
<thead>
<tr>
<th>No.</th>
<th>subject</th>
<th>verb phrase</th>
<th>particle</th>
<th>Prepositional phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They</td>
<td>were</td>
<td>brought</td>
<td>around to a different way of thinking.</td>
</tr>
<tr>
<td>2</td>
<td>The women</td>
<td>were</td>
<td>decked</td>
<td>out in satin frocks.</td>
</tr>
<tr>
<td>3</td>
<td>I</td>
<td>was</td>
<td>filled</td>
<td>on the latest developments.</td>
</tr>
<tr>
<td>4</td>
<td>He</td>
<td>had been</td>
<td>fobbed</td>
<td>off with this story.</td>
</tr>
<tr>
<td>5</td>
<td>An outsider</td>
<td>had been</td>
<td>let</td>
<td>in on our private arrangement.</td>
</tr>
<tr>
<td>6</td>
<td>The family</td>
<td>was</td>
<td>brought</td>
<td>up against fresh problems.</td>
</tr>
<tr>
<td>7</td>
<td>The match</td>
<td>was</td>
<td>got</td>
<td>off to a good start.</td>
</tr>
<tr>
<td>g</td>
<td>The shortage</td>
<td>can be</td>
<td>put</td>
<td>down to bad planning.</td>
</tr>
<tr>
<td>9</td>
<td>He</td>
<td>was</td>
<td>put up</td>
<td>to some mad escapade.</td>
</tr>
<tr>
<td>10</td>
<td>Your resentment</td>
<td>shouldn't be</td>
<td>taken</td>
<td>out on me.</td>
</tr>
</tbody>
</table>

Notes:

(a) In transforming an active [Vn.p.pr] sentence into the passive, the same general rule applies as to sentences in the [Vn p] and [Vn.pr] categories: the Direct Object (noun, noun phrase or pronoun) of the basic pattern shifts to front position and becomes the subject of the passive construction:

[Vn.p.pr] Someone had **let** an outsider in on our private arrangement.

[Vn.p.pr pass] An outsider had been **let** in on our private arrangement.

(b) A clause is occasionally found as Object of a [Vn.p.pr] sentence:

[Vn.p.pr] **We put it up** to the committee (ie proposed to them) that Frank should be made secretary.
This sentence is transformed as follows:
[Vn.p.pr pass] It was put up to the committee that Frank should be made secretary.

(c) When a combination functioning in the [Vn.p.pr] pattern has a *deletable* preposition + object (e.g., bring around (to), deck out (in)), and those constituents are removed, the passive is of the [Vn p] type. Compare these passive sentences:
[Vn.p.pr pass] They were brought around to our way of thinking (eventually).
[Vn→p pass] They were brought around (eventually).

[Vn.p.pr emph] emphatic transform

<table>
<thead>
<tr>
<th>prepositional phrase</th>
<th>subject</th>
<th>verb phrase</th>
<th>object</th>
<th>particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>prep</td>
<td>object</td>
<td>verb</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>with</td>
<td>this story</td>
<td>some trickster</td>
<td>had</td>
</tr>
<tr>
<td>5</td>
<td>on</td>
<td>our private arrangement</td>
<td>someone</td>
<td>had</td>
</tr>
</tbody>
</table>

Notes

(a) The transform results from a simple change of order, with the prepositional phrase being shifted to front position (cf. [Vn.pr emph]):
[Vn.p.pr] Someone had let an outsider in on our private arrangement.
[Vn.p.pr emph] On our private arrangement someone had let an outsider in.

(b) In some cases, there may be an implied contrast between part of the prepositional phrase and other unspecified words. These words may on the other hand be specified in the context:
4 With that kind of excuse you could fob her off (but don't pretend that your mother was ill).
[Vn.p.pr rel] relative transform

<table>
<thead>
<tr>
<th>No.</th>
<th>Active+noun</th>
<th>prep</th>
<th>rel pron</th>
<th>subject</th>
<th>verb phrase</th>
<th>object</th>
<th>particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A different way of thinking</td>
<td>to</td>
<td>which</td>
<td>we</td>
<td>brought</td>
<td>them</td>
<td>around...</td>
</tr>
<tr>
<td>4</td>
<td>This story</td>
<td>with</td>
<td>which</td>
<td>some</td>
<td>fobbed</td>
<td>him</td>
<td>off....</td>
</tr>
<tr>
<td>5</td>
<td>The private arrangement</td>
<td>on</td>
<td>which</td>
<td>someone</td>
<td>let</td>
<td>an</td>
<td>in...</td>
</tr>
</tbody>
</table>

Notes

The 'article + noun' of this transform is derived from the prepositional phrase of the basic pattern. The relative clause itself contains the subject, verb phrase, Object and particle of the original pattern (cf [Vn.pr rel]):

[Vn.p.pr] Some trickster had fobbed him off with this story....

[Vn.p.pr rel] This story with which some trickster had fobbed him off....

This transform, in common with other relative transforms, is often associated with formal styles, and expressions commonly found in colloquial use will tend not to be relativized on this model. A common alternative in everyday informal use is as follows (note the preposition in final position):

4 This story which some trickster had fobbed him off with...

(NB: This material appeared in the Dictionary on pp.449-472.)
APPENDIX - 2 b

Oxford Dictionary of English Idioms Treatment of Grammatical Behaviour of Idiomatic Expressions

Under 'Grammatical Patterns and Codes' of Oxford Dictionary of English Idioms 1993 (5th imp; 1997): pages xxvii-xxxvii, we can reprint the following, regarding the grammatical behaviour of idiomatic expressions, since it seems comprehensive and useful.

'The Dictionary of Idioms, ..., contains a good deal of grammatical information. For the most part this is information about syntax. The student is helped to determine what kind of pattern an idiom corresponds to, how it can be broken down into elements smaller than itself, and what other elements precede, follow or interrupt. A simple scheme has been devised to show, for instance, that the idiom force sb's hand matches a clause pattern - though without the subject - and that it consists of a verb and a direct object. The student can be shown, too, that an idiom such as a damsel in distress spans a unit smaller than a clause (a noun phrase), that it has a plural form damsels in distress and that it characteristically functions as the object of such verbs as rescue and save.

As these examples will perhaps make clear, information about syntax and grammar is essential for a variety of reasons. First, it enables the student to compare like with like and to build up a general categorization of idioms. Growing familiarity with the dictionary and with the scheme of grammatical abbreviations and codes will reveal that a fairly narrow range of clause and phrase types accounts for the great bulk of idioms treated here.

Secondly it is important for the learner to be able to locate and identify the exact point or points in idioms at which lexical choice can operate. In the idiom give sb etc a good hiding etc, for instance, the user can substitute a limited number of items for the first word and the last, and this can be made clear; but the learner must be shown, too, that the first set of substituted words are verbs, while the second are direct objects, and this is done by means of conventional abbreviations (v and o). In this way the syntactic relationship of the parts to the whole is made explicit.
Such guidance has the further advantage that it helps to explain structural changes, or transformations. A sentence such as Bill gave Fred a good hiding is systematically related to a sentence containing get, thus: Fred got a good hiding (from Bill) and this can be shown by reference both to the sentence patterns and to the verbs which function in them.

There are four main types of code, corresponding to the differences between

(a) clauses (simple sentences) containing objects and / or complements;
(b) 'possessive' clauses - those introduced by one of the verbs get, have, give;
(c) phrases having a noun, adjective, preposition or adverb as the central or, 'head' word;
(d) phrases in which a particular class of word is repeated (thus, noun + noun).

It will be noted that, for the most part, codes consist of, or contain, abbreviations of familiar grammatical terms (O=direct object, adj=adjective). The codes are illustrated and explained in a tabular treatment below. Notes following each table explains various syntactic changes and show, where appropriate, how the grammar of an expression can be affected by how idiomatic it is.

Clause Patterns
The order in which the tables of clause patterns are set out below is as follows

[v+comp] verb + complement pattern.
[v+O] verb + direct object pattern.
[v+O+comp] verb + direct object + complement pattern.
[v+Io+O] verb + indirect object + direct object pattern
[v+O+A] verb + direct object + adjunct pattern
[v+comp] verb + complement pattern:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>(aux+)</th>
<th>Verb</th>
<th>complement:adj. phrase/n phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your measurements</td>
<td>must</td>
<td>be</td>
<td>dead right.</td>
</tr>
<tr>
<td>2</td>
<td>A friend</td>
<td>would</td>
<td>be</td>
<td>good for her.</td>
</tr>
<tr>
<td>3</td>
<td>You</td>
<td>would</td>
<td>get</td>
<td>high on this stuff.</td>
</tr>
<tr>
<td>4</td>
<td>The oil market</td>
<td>has</td>
<td>gone</td>
<td>berserk.</td>
</tr>
<tr>
<td>5</td>
<td>The suspects</td>
<td>should</td>
<td>come</td>
<td>clean about themselves.</td>
</tr>
<tr>
<td>6</td>
<td>Bill</td>
<td>would</td>
<td>get</td>
<td>even with the gang.</td>
</tr>
<tr>
<td>7</td>
<td>Peter</td>
<td>had</td>
<td>was</td>
<td>a dab hand at carpentry.</td>
</tr>
<tr>
<td>8</td>
<td>Their greatest explorer</td>
<td></td>
<td>gone</td>
<td>native.</td>
</tr>
</tbody>
</table>

Notes:

(a) The place of the complement in this pattern may be "filled" by an adjective phrase (examples 1-6) or a noun phrase (7 and 8).

(b) Some verb + complement expressions correspond to expressions which fit the [v+O+comp] pattern and contain a transitive verb such as get, drive or send:

1. Your measurements must be dead right.
   You must get your measurements dead right.

2. The oil market has gone berserk.
   These fluctuations have sent the oil market berserk.

(c) In some cases an adjective occurring as complement in this pattern may be used in the comparative form, as in

2. A friend would be better for her.

5. The suspects should come a little cleaner about themselves
   Where 2 contains a relatively unidiomatic and 5 a relatively idiomatic example...
[v+O] verb + direct object pattern:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>(aux+)</th>
<th>verb</th>
<th>direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The police</td>
<td>have</td>
<td>cleared</td>
<td>all our characters</td>
</tr>
<tr>
<td>2</td>
<td>An article</td>
<td></td>
<td>caught</td>
<td>his attention</td>
</tr>
<tr>
<td>3</td>
<td>The state</td>
<td>should</td>
<td>foot</td>
<td>the bill</td>
</tr>
<tr>
<td>4</td>
<td>The minister</td>
<td>can't</td>
<td>blink</td>
<td>the fact any longer</td>
</tr>
<tr>
<td>5</td>
<td>You</td>
<td></td>
<td>led</td>
<td>a cat and dog life</td>
</tr>
<tr>
<td>6</td>
<td>They</td>
<td></td>
<td>play</td>
<td>a tiresome cat-and-mouse game</td>
</tr>
<tr>
<td>7</td>
<td>Fred</td>
<td>must have</td>
<td>dished</td>
<td>the dirt</td>
</tr>
<tr>
<td>8</td>
<td>George</td>
<td>had</td>
<td>spilled</td>
<td>the beans</td>
</tr>
</tbody>
</table>

Expressions of this structural type which undergo the passive transformation have the code [v+O pass]. The syntactic changes - with the direct object of the active pattern becoming the subject of the passive one - are shown in:

1. The police have cleared all our characters.
   • All our characters have been cleared (by the police).

There is no straightforward relationship between how idiomatic a [v+O] expression is and whether it can be made passive. Thus example 8, which contains a highly idiomatic expression, allows the passive transformation, while sentence 3 - containing a less idiomatic item - does not:

8 The beans had been spilled by George.
3 *The bill should be footed by the state.

In some cases the nature of whatever is denoted by the direct object can be questioned:

6 What sort of a cat-and-mouse game are they playing?

Where, however, the meanings of verb and object are totally merged - as in examples 7 and 8 - such questions cannot be formed:

8* What kind of beans had George spilled?
\[ \text{v+o+comp} \] verb+direct object + complement pattern:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>(aux+)</th>
<th>verb</th>
<th>Direct object</th>
<th>complement:adj phrase / n.phrase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The children</td>
<td></td>
<td>drive</td>
<td>their mother</td>
<td>mad.</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td></td>
<td>took</td>
<td>Martin</td>
<td>unaware.</td>
</tr>
<tr>
<td>3</td>
<td>David</td>
<td></td>
<td>counts</td>
<td>himself</td>
<td>fortunate.</td>
</tr>
<tr>
<td>4</td>
<td>The chancellor</td>
<td></td>
<td>made</td>
<td>his strategy</td>
<td>plain.</td>
</tr>
<tr>
<td>5</td>
<td>The boss</td>
<td></td>
<td>caught</td>
<td>Steve</td>
<td>napping.</td>
</tr>
<tr>
<td>6</td>
<td>His demands</td>
<td>have</td>
<td>bled</td>
<td>the family</td>
<td>white.</td>
</tr>
<tr>
<td>7</td>
<td>The crew</td>
<td>had</td>
<td>painted</td>
<td>the town</td>
<td>red.</td>
</tr>
<tr>
<td>g</td>
<td>John</td>
<td>has</td>
<td>made</td>
<td>his colleagues</td>
<td>a laughing-stock.</td>
</tr>
<tr>
<td>9</td>
<td>The matron</td>
<td>made</td>
<td></td>
<td>their lives</td>
<td>a misery.</td>
</tr>
</tbody>
</table>

Notes:

\( \text{a)} \) The place of the complement in this pattern may be filled by an adjective (phrase), as in examples 1-7 or noun (phrase), as in examples 8 and 9.

\( \text{b)} \) Some expressions with this pattern have corresponding intrasitive forms.

Compare:

8 John has made his colleagues a laughing-stock.
His colleagues have become a laughing stock.

\( \text{c)} \) Idioms in this pattern for which a passive transformation is possible have the code [v+O+comp pass]. To form the passive pattern from the active, the direct object is moved to front position and the form of the verb phrase modified. Cf:

5. The boss caught Steve napping.

Steve was caught napping (by the boss).
The passive transformation is generally not possible when the direct object is an integral part of the idiom. However, in some cases where the object forms a continuous unit with the verb and complement the passive is found:

9 Their lives were made a misery by the matron.

d) When the direct object does not form part of a larger idiom (for example, in 7 and 9 above, the town and their lives are necessary parts of their respective idioms) and is long relative to the complement, it may be possible to transpose these two elements:

4 The chancellor made plain the strategy on which his Budget is based.

Where the complement is a noun phrase after the verb make, a different pattern is found:

8 John has made a laughing stock of his colleagues.

e) In some cases an adjective functioning as complement in this pattern can be compared:

3 David counts himself even more fortunate.

Generally, however, this is not possible when verb and complement are a highly idiomatic unit:

6 ? His demands have bled the family even whiter.
**[V+Io+O] verb + indirect object + direct object pattern:**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>(aux+)</th>
<th>Verb</th>
<th>Indirect object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This exhibition</td>
<td>doesn't</td>
<td>do</td>
<td>the artist</td>
<td>credit.</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td></td>
<td>bore</td>
<td>Bolshaw</td>
<td>little ill-will.</td>
</tr>
<tr>
<td>3</td>
<td>You</td>
<td>had</td>
<td>blow</td>
<td>daddy</td>
<td>a kiss.</td>
</tr>
<tr>
<td>4</td>
<td>The firm</td>
<td>has</td>
<td>sold</td>
<td>you</td>
<td>a real pup.</td>
</tr>
<tr>
<td>5</td>
<td>You</td>
<td>must</td>
<td>show</td>
<td>these guys</td>
<td>who's boss.</td>
</tr>
<tr>
<td>6</td>
<td>The old chap</td>
<td>paid</td>
<td>you</td>
<td>a great compliment.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mary</td>
<td>sets</td>
<td>us all</td>
<td>a good example.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The salesman</td>
<td>spun</td>
<td>me</td>
<td>a terrific yarn.</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

a) Many expressions which fit this pattern can also be used in a construction without the indirect object Consider:

3 You had better blow a kiss.
5 You must show who's boss.

b) Two passive transforms are associated with this sentence pattern. Compare

The postman handed me a letter.
I was handed a letter (by the postman).
A letter was handed to me (by the postman).

However, when the direct object is part of an idiomatic expression, the second passive transform (that in which the direct object of the active sentence becomes, the subject of a passive one) is rarer than the first (in which the indirect object becomes subject). Compare (as transforms of example 4):

You have been sold a real pup.
A real pup has been sold you.

Where a ‘pup’ is idiomatically linked to the verb ‘sell’.
A common variant of the pattern illustrated in the table is one in which the indirect object is moved to the end, after the preposition ‘to’:

7 Mary sets us all a good example.
   Mary sets a good example to us all.

d) When the direct object can be modified, as how much credit, how many kisses, it is possible to form questions, thus:

1 How much credit does this exhibition do the artist?
3 How many kisses do you blow daddy?

[V+O+A] verb + direct object + adjunct pattern:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>(aux+)</th>
<th>Verb</th>
<th>Direct object</th>
<th>Adjunct: adj/adv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The neighbours</td>
<td>had</td>
<td>taken</td>
<td>our suggestion</td>
<td>amiss.</td>
</tr>
<tr>
<td>2</td>
<td>Janet</td>
<td>took</td>
<td>everything</td>
<td>too hard.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A doctor</td>
<td>has to</td>
<td>put</td>
<td>his patients</td>
<td>first.</td>
</tr>
<tr>
<td>4</td>
<td>You</td>
<td>have</td>
<td>cast</td>
<td>your net</td>
<td>wide.</td>
</tr>
<tr>
<td>5</td>
<td>The explanation</td>
<td>blows</td>
<td>the myth</td>
<td>sky-high.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The writer</td>
<td>sells</td>
<td>his characters</td>
<td>short.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The newspapers</td>
<td>won’t</td>
<td>play</td>
<td>it</td>
<td>straight.</td>
</tr>
</tbody>
</table>

Notes:

a) Idioms for which the passive transformation is possible have ‘pass’ as part of their code, thus:

[v+O+A pass]. The syntactic changes are as follows:

5 The explanation blows the myth sky-high.
   The myth is blown sky-high (by the explanation)
   Note that idioms may become passive even when the object (as in examples 4 and 7) is part of a larger expression.

b) When the direct object is relatively long and the adjunct relatively short, they can sometimes be transposed:

3 A doctor has to put first his poorer patients and their families.
When the object is itself part of the idiom, however, such transposition is usually not possible:

4* You have cast wide your net.

In a few cases the final adjunct (whether adjective or adverb) can be moved into initial position in its own clause:

4 How wide have you cast your net? → I notice how wide you have cast your net.
2 How hard did Janet take everything?

Possessive Clause Patterns

An important grouping of clause idioms is identified by the grammatical code [possess]. These are 'possessive' idioms in the sense that they make use of the same verbs (principally get, give and have) as ordinary non-idiomatic sentences concerned with ownership or change of ownership. Compare these two groups of sentences:

John got a brand-new bicycle.  
Father gave John a brand-new bicycle.  
John now has a brand-new bicycle.

John got a good idea of the problems.  
Father gave John a good idea of the problems.  
John now has a good idea of the problems.

Here, the second group closely parallels the first in structure and in the choice of verbs; the difference is that the second set contains an idiom:

Get
Give sb → an idea of sth
Have

The purpose of the following two tables is to show the patterns which underlie the above examples, and to help the user understand how they are related.
[possess] Possessive clause pattern (i)
The verb *get* (= 'receive', 'acquire') in idioms can often be replaced by *have* (= 'possess').

There is a closely similar pattern, for some idioms, containing the preposition *with*:

4. The customer had cold feet
   The customer with cold feet...

A corresponding possessive pattern which should be studied carefully is one containing the verb *give*, which takes an indirect as well as a direct object.

As the following table shows, the indirect object in this pattern, (ii) corresponds to the subject of *get* (and of *have* in pattern (i)):

### Possessive clause pattern (ii)

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>(aux+)</th>
<th>Verb</th>
<th>Indirect object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The voters</td>
<td>=get</td>
<td>gave</td>
<td>the leaders</td>
<td>a taste of their own medicine.</td>
</tr>
<tr>
<td>2</td>
<td>The firm</td>
<td>=get</td>
<td>gives</td>
<td>everyone</td>
<td>a fair share of the cake.</td>
</tr>
<tr>
<td>3</td>
<td>Drug pushers</td>
<td>=are</td>
<td>giving</td>
<td>that club</td>
<td>a bad name.</td>
</tr>
<tr>
<td>4</td>
<td>The excess tariff</td>
<td>=was</td>
<td>giving</td>
<td>the customer</td>
<td>cold feet.</td>
</tr>
<tr>
<td>5</td>
<td>The Chancellor</td>
<td>=gave</td>
<td></td>
<td>the economy</td>
<td>a quick shot in the arm.</td>
</tr>
</tbody>
</table>
By comparing the tables **carefully**, the student should be able to derive a *give* pattern from a *get* pattern, and vice-versa.

**Phrase Patterns**

The following tables show the arrangement of constituent words (adjectives, nouns etc) in *four* types of phrase idioms.

![Phrase Patterns Table](image)

**Functions of noun phrase idioms:**

The commonest functions...are as follows:

3. [O (NP)] as the direct object of a clause:  
   3 He lacks the common touch.

7. [comp (NP)] as the complement of a clause:  
   7 It’s a feather in your cap.

2. [Comp/O] as either a complement or object:  
   2 John's his blue-eyed boy.
   They have their blue-eyed boys.

4. [O (NP)] as the object of a preposition:  
   4 You can buy the furniture on easy terms.
Functions of adjective phrase idioms

The commonest function is:

[comp (Adj P)] as complement of a clause:

- They were as happy as the day is long.
- He's far too full of his own importance.

Occasionally one finds

[Comp/A (Adj P)] as complement or adjunct:

3 Her eyes were as big as saucers.
   Her eyes grew as big as saucers.
Prepositional Phrase

<table>
<thead>
<tr>
<th>sl.no.</th>
<th>preposition</th>
<th>object of preposition</th>
<th>det</th>
<th>adj</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>above</td>
<td>one's</td>
<td></td>
<td></td>
<td>station</td>
</tr>
<tr>
<td>2</td>
<td>at</td>
<td>one's</td>
<td></td>
<td>own</td>
<td>discretion</td>
</tr>
<tr>
<td>3</td>
<td>in</td>
<td>sb’s</td>
<td></td>
<td></td>
<td>opinion</td>
</tr>
<tr>
<td>4</td>
<td>in</td>
<td>the</td>
<td></td>
<td>ordinary</td>
<td>way</td>
</tr>
<tr>
<td>5</td>
<td>in</td>
<td>the</td>
<td></td>
<td>same</td>
<td>way</td>
</tr>
<tr>
<td>6</td>
<td>of</td>
<td></td>
<td></td>
<td>good</td>
<td>standing</td>
</tr>
<tr>
<td>7</td>
<td>under</td>
<td>his</td>
<td></td>
<td></td>
<td>nose</td>
</tr>
<tr>
<td>g</td>
<td>under</td>
<td>your</td>
<td></td>
<td>own</td>
<td>steam</td>
</tr>
</tbody>
</table>

Functions of prepositional phrase idioms

Prepositional phrases have very diverse function:

[A (Pre P)] as an adjunct modifying a verb:

2 The police could act at their own discretion.

[Comp/A (Pre P)] as a complement or adjunct:

1 He'd got above his station.

They've educated him above his station.

[Disj (pre P)] as a disjunct (a phrase which indicates the speaker's judgement of the value of his statement):

3 In my opinion, the vertebra is compressed.

[Conj (pre P)] as a conjunct - a connecting phrase:

5 Young athletes need support. In the same way (=similarly) young artists need encouragement.
[Adv P] adverbial phrase

<table>
<thead>
<tr>
<th>Sl.no.</th>
<th>Adv.modifier</th>
<th>adverb</th>
<th>Prep phrase/clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>all too</td>
<td>briefly</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>as</td>
<td>fast</td>
<td>as his legs could carry him</td>
</tr>
<tr>
<td>3</td>
<td>far</td>
<td>afield</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>full</td>
<td>in the face</td>
</tr>
<tr>
<td>5</td>
<td>none too</td>
<td>soon</td>
<td></td>
</tr>
</tbody>
</table>

Function of adverbial phrase idioms

In almost every case adverbial phrases function as **adjuncts** (modifiers of a verb):

[A (Adv P)]

1. The concert ended all too briefly.
2. He travelled far afield.

Noun phrase pattern with repeated element

One sub-grouping of phrases contains a repeated element, which may be a noun, adjective, verb, determiner or adverb. Note, for example:

body and soul [n+n non-rev]
fair and square [adj+adj non-rev]
bow and scrape [v+v non-rev]
each and every [det+det non-rev]
hard and fast [adv+adv non-rev]

The salient feature of these combinations is that, in most cases, they cannot be reversed: hence, in the above examples the code *non-rev* (non-reversible). The code *rev* is included in those instances where the nouns etc. can be transposed:

Day and night [...n+n rev]

Examples of the two commonest patterns are tabulated below, with some indication of their possible functions:
[n+n] noun + noun pattern

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>body and soul</td>
</tr>
<tr>
<td>2</td>
<td>(the) deaf and dumb</td>
</tr>
<tr>
<td>3</td>
<td>day and night</td>
</tr>
<tr>
<td>4</td>
<td>head to tail</td>
</tr>
<tr>
<td>5</td>
<td>death or glory</td>
</tr>
<tr>
<td>6</td>
<td>airs and graces</td>
</tr>
</tbody>
</table>

**Functions**

When such phrases have a wide range of functions (as subjects, objects and prepositional objects, for example) they are given the simple code [n+n ...]. Some phrases have a more limited function, and this is shown as follows:

[A (n+n non-rev)]

1 She devotes herself to George body and soul.

3 He plays that damned trumpet day and night.

[adj + adj] adjective + adjective pattern.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bright and early</td>
</tr>
<tr>
<td>2</td>
<td>free and easy</td>
</tr>
<tr>
<td>3</td>
<td>fair and square</td>
</tr>
<tr>
<td>4</td>
<td>(all) hot and bothered</td>
</tr>
<tr>
<td>5</td>
<td>slow but sure.</td>
</tr>
</tbody>
</table>

**Function**

The normal function of adj + adj phrases is as the complement of a verb such as be; phrases with this function have the code [adj + adj], as above. When, however, a phrase functions as an adjunct, the coding is;

[A (adj + adj non-rev)]

1 Don't forget to wake me bright and early.
APPENDIX -3
QUESTIONNAIRE FOR LECTURERS OF ENGLISH
AT SUDANESE UNIVERSITIES

1. Which areas (fields) of the following language disciplines do you teach / lecture in?
   - Language: Grammar Pronunciation Vocabulary
   - Linguistics
   - Applied Linguistics
   - E.L.T.
   - Literature

2. a) Are you happy about the emphasis / weightage given to the vocabulary course(s), if any, in the English syllabus you are dealing with?
   Yes No To some extent

   b) If your answer is no, could you please elaborate as to why you are not satisfied:

3. a) Are you satisfied with the position (place) of the sub-components idiomatic expressions & multi-word verbs among other contents of vocabulary course(s)?
   Yes No To some extent

   b) If your answer is no, could you please elaborate as to why you are not satisfied:

4. Could you please mention the recent literature(s) that you have come across on the teaching / learning of idiomatic expressions and multi-word verbs which you would recommend others to use:

5. Are you 4th year general B.A. / B.A. & Ed. students' conversant with the terms idiomatic expressions and multi-word verbs?
   Yes No
6. If your answer to the above question (Q.5) is Yes, can they define them?
   
a) ________________ All of them can
b) ________________ Some of them can
c) ________________ Only a few can
d) ________________ None can
e) ________________ Not sure

7. Are your students inclined (a) to use them in their writing and speech? __________
   Or (b) use some avoidance strategy i.e. such as expressing the meaning in a different way? __________

8. a) Which of the following problems and difficulties your students are most likely to face while learning idiomatic expressions and multi-word verbs?
   
   • The use of the wrong particle and / or preposition with the verb "collocation". ________________________________
   • Not being able to understand the multi-word verbs which are also idioms. ________________________________
   • Generally, problems arising from the special nature of multi-word verbs: their difficult structural patterns (e.g. with pronouns), their special stress patterns and so on. ________________________________

b) In general, from your experience, what other problems and difficulties do your students encounter while learning idiomatic expressions and multi-word verbs?
   
   a) __________________
   b) __________________
   c) __________________

9. Do you think that idiomatic expressions (abbreviated as IEX) and multi-word verbs (abbreviated as MWV) are important areas of everyday English (language) use?
   
   Yes __________ No __________

   If your answer is Yes, state clearly their importance for the foreign learners.
10. I. One of the most difficult areas of English for the foreign learners are IEX & MWV.

Yes __________   No __________

II. What problems and difficulties you have yourself faced while teaching *idiomatic expressions and multi-word verbs*?

a) 

b) 

c)

11. Let us suppose that your students meet this sentence while reading a book or a newspaper *The dealer may round off the price to 600 pounds.*

Have they any difficulty in understanding *round off*?

Yes __________   No __________ More or less __________

12. Could your students comprehend the "multi-word verb" *put up with* in the following context / *can't put up with this noise*?

Yes __________   No __________ More or less __________

13. Could they understand for instance, *for good as meaning for ever*, in the following context. *He left for good.*

Yes __________   No __________ More or less __________

14. Do they associate (confuse) idiomatic expressions with proverbs and colloquial language?

Yes __________   No __________ More or less __________
15. Do you agree that the best way to teach/learn idiomatic expressions (IEX) and multi-word verbs (MWV) is to treat them as new items and try to encourage the learners to guess their meaning from situation and context?

Yes_________ No_________ More or less_________

16. Could I have your comments on the following statements: Please express your opinion by giving a tick mark (✓) in the grid against each statement:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure / Don't know</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The possibility of using the same word/language item with different particles or/and prepositions or words that have already established meaning to form/express new meanings make the processes of information retrieval, recalling the lexical items at will, etc., much easier (i.e language economy and psycholinguistic processing).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) There is a frequent demand from those possessing the knowledge of EFL that they must have a command of idiomatic expressions in real life situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) It is important to change the view which is based on the hypothesis that mastering of idiomatic expressions and multi-word verbs could be restricted only to the native speakers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Not sure / Don't know</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>d) The non-native learners often show a tendency to avoid using vocabulary in an idiomatic way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) If a teacher/lecturer decides to cover the aspect of MWV systematically the best strategy is probably to concentrate on the particle.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 Grouping idioms together, and teaching them together, simply because of some words they have in common (e.g. let the cat out of the bag, rain cats and dogs; lead a dog's life etc) are taught together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Treating idioms as unusually long words and to teach them as one would teach any new word: that is, they occur in a meaningful context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Idiomatic expressions and multi-word verbs are some of those areas of language where a well-motivated learner can make giant strides on his own if he is given the right kind of material to work on (including vocabulary development exercises).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) In learning / teaching of IEX, MWV, the active involvement in the learning process can be of much greater benefit to the student than simple memorization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Would you recommend that there should be a separate course on idiomatic expressions and multi-word verbs in the university syllabus?

Yes__________No__________

Please furnish the following information:

1. Your Name :

2. Faculty :

3. University :

4. Education / Qualification :

5. Lecturing/Teaching experience :

*Thank you very much for your kind co-operation

*RIFAT EISA AW AD (Ph.D. Scholar, Hyderabad Central University, India).
APPENDIX – 4

QUESTIONNAIRE FOR STUDENTS
OF ENGLISH AT SUDANESE UNIVERSITIES

1. Name :

2. Age :

3. Sex : Male Female

4. Religion :

5. Marital Status : Married Unmarried


7. Nationality : Sudanese Foreign National

8. a) Father’s education: ___________ Father’s occupation: ___________
   b) Mother’s education: ___________ Mother’s occupation: ___________

9. Mother tongue: Arabic Others (specify) .............

10. Medium of instruction (at school): Arabic English

11. Other languages known: French Germany Others (specify) .......

12. Faculty / School of study: Education Arts

13. Programme of study: B.A.& Ed. B.A.

14. Subject of study : English as a major subject / field
   English as a minor subject/ field

15. Years of study of English before University • 6 Years (3 + 3)
   • Others (number of years)
16. Which of the verbs, in the two columns against the following sentences, do you prefer to use (tick √ in the appropriate box the verb(s) you have chosen).

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentences</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Suharto in May 1998</td>
<td>stepped down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>resigned</td>
</tr>
<tr>
<td>2</td>
<td>For three days the wind blew hard and strong, but on the 4th day it _______.</td>
<td>diminished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>died down</td>
</tr>
<tr>
<td>3</td>
<td>Please ______, I'd like to ask a question before you continue your lecture.</td>
<td>pause</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hold on</td>
</tr>
<tr>
<td>4</td>
<td>Fifty states, including Alaska and Hawaii, _____ the United States.</td>
<td>make up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>form</td>
</tr>
<tr>
<td>5</td>
<td>After I spent two hours trying to explain the difficult idea, John finally _______.</td>
<td>caught on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>understood</td>
</tr>
<tr>
<td>6</td>
<td>His physical health was so poor that he had to ______ smoking and drinking.</td>
<td>stop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>give up</td>
</tr>
<tr>
<td>7</td>
<td>When are you going to ______ the solution to the problems?</td>
<td>find out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discover</td>
</tr>
</tbody>
</table>

17. In the following sentences, try substituting the underlined verbal expressions with single-word verbs (which have the same meanings):

a. They can't put up with the increasing of prices.
   Single-word verb: ____________________________

b. I have been working so hard that I'm ______ forward to a nice, relaxing vacation.
   Single-word verb: ____________________________

c. You can ______ up to a teacher who really wants to help you and always does his or her best.
   Single-word verb: ____________________________

d. To lose weight, you have to ______ down on sugar and other sweet things.
   Single-word verb: ____________________________
In the above sentences have you found any difficulty in understanding and substituting the underlined verbal expressions?

Yes__________ No__________ More or less__________

When you have opportunities to talk with English speakers or to listen to, or read material in English (such as books, movies, television, etc.), do you use and understand the idiomatic expressions and multi-word verbs you encounter?

Yes__________ No__________ To some extent__________

Which of the following expressions would you use when you are being introduced to another person?

How do you do? __________
Nice to meet you. __________
Glad to meet you. __________
Pleased to meet you. __________

What are some very common "idiomatic expressions" and "multi-word verbs" in your own language (Arabic)? Translate them (into English):

a) Idiomatic expression in Arabic:
Translation :

b) Idiomatic expression in Arabic:
Translation :

c) Multi-word verb in Arabic :
Translation :

d) Multi-word verb in Arabic :
Translation :

Which of the following problems and difficulties (Areas of errors and mistakes) you most likely face (d) while learning "idiomatic expressions" and "multi-word verbs" of English: (Tick √ your choice(s)).

a) The use of the wrong particle and / or preposition with verb__________

b) Not being able to understand the multi-word verbs which are also idioms __________

c) Generally, problems arising from the special nature of multi-words verbs (their difficult structural patterns) (e.g. with
pronouns), their special stress patterns and so on.

d) Unless you know what an idiomatic expression means you Cannot, as a rule, guess its meaning:
Every word (in the following phrase, for example, "He’s burnt his boats) is familiar enough, but the meaning of the phrase cannot be pieced together from the meanings of its parts.

e) You understand every word in a text and still fail to grasp What the text is all about.

f) You do not know whether for example, the words fall out as used in I was pleased with the way things had fallen out form a unit of meaning (an idiom) or not?

23. Do you think that "idiomatic expressions" and "multi-word verbs" are some of those areas of language where a well motivated learner can make giant strides (quick progress) on his own if he is given the right kind of materials to work on including vocabulary development exercises?

Yes__ No__ Not sure__

2V. Which of the following books / references are you familiar with?

a) Oxford Dictionary of English Idioms

b) Oxford Dictionary of Phrasal Verbs

c) Collins COBUILD Dictionary of Idioms

d) Collins COBUILD Dictionary of Phrasal Verbs

e) Collins Dictionary of English Idioms

f) Practice with Idioms (Ronald E Feare 1980)

25. Do you feel uncomfortable when you encounter and use "idiomatic expressions" and "multi-word verbs" in speech and writing?

Yes__ No__ To some extent__
2a The following is a list of some statements, please denote / indicate your opinion by giving a tick mark (✓) in the grid against the statement.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure / Don't know</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>a) Idiomatic expressions and multi-word verbs are common in every language.</td>
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<td>b) Without command of idiomatic expressions and multi-word verbs, students cannot truly feel comfortable and confident in their efforts to master English thoroughly.</td>
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<tr>
<td>c) Foreign student should be satisfied when he can express himself in English fluently and grammatically and that there is no need for him to waste time on language &quot;Frills&quot; such as idiomatic expressions and multi-word verbs.</td>
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<td>d) Idiomatic expressions and multi-word verbs are insurmountable obstacles standing in the way of fluent control of language.</td>
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<td>e) Idioms should not be confused with colloquial language or slang.</td>
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<tr>
<td>f) Idiomatic expressions and multi-word verbs are not something special or sub-standard they are a vital part of the standard language, and as such can hardly be avoided.</td>
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<td>g) Idioms are special form of collocation which will be encountered by every learner.</td>
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</table>

2b. Which of the following areas of language and literature you are interested in:

- [ ] Grammar
- [ ] Vocabulary
- [ ] Pronunciation
- [ ] Fiction
- [ ] Poetry
- [ ] Drama
- [ ] Any other (specify) ...........

Thank you very much for your kind cooperation, RIFAT EISA AW AD
(Ph.D Scholar, Hyderabad Central University, India)
APPENDIX - 5.a

PRE-TEST FOR STUDENTS OF ENGLISH AT SUDANESE UNIVERSITIES

(3RD YEAR STUDENTS)

Answer all the questions in the spaces provided.

Question 1

a. Passage Completion

Complete the passage choosing the suitable multi-word verbs from the following list (the 20 blanks should be filled by all the 20 multi-word verbs given in the list):

- put up with
- give up
- carry out
- pick (it) up
- backed away
- rang up
- set up
- found out
- look after
- take on
- took to
- boiled over
- answer (me) back
- give in
- called at
- fell out
- went for
- make up for
- ordered about
- turned up

The passage:

When war broke out William Smith was called up. He didn't exactly jump at the chance of being a soldier, but he hadn't any choice in the matter. He never really

being a soldier.

He learnt to

his rifle and his uniform and to

orders,

but it didn't interest him very much and he was glad when peace was made and he was demobilized.

A week after his return home Mr. White, a friend of his parents and manager of the local hardware shop,

his house. 'One of my assistants is leaving next week', he said to William. How would you like to

his job?'
'I don't know anything about hardware', said William. Oh you'd soon _6 _____________. It's not difficult. After discussing that with his parents, William accepted and started work at once. He was allowed to bring his dog to the shop with him. 'He'll keep down the rats,' he said to Mr.White.

One day, however, Mr.White was moved to a bigger branch and a new man, Mr.Green, was appointed. Unluckily he had a dog too, a bad tempered animal who _7 ____________ William's dog. The customers _8 _______________ from the fighting dogs, Mr.Green told William that he must _9 ________________ bringing his dog to the shop.

Very soon Mr.Green and William _10 _______________ over another matter. You spend too much time talking to customers, Smith, he said. 'But they like talking' said William.

'Don't _11 _______________; from now on there is to be less talk and more work. You _12 _______________ the time you've wasted.

I was _13 _______________ for five years in the army said William angrily, but I didn't expect to have it in civilian life, and I'm not going to _14 _______________ it. William was angry enough about this but when he _15 _______________ that Mr.Green was advertising for a new assistant, he _16 _______________ with rage. 'I wish I had enough money to _17 _______________ on my own', said William sadly. Strangely enough, soon after, a distant cousin died and left William his chicken farm. William was delighted. He _18 _______________ all his friends and said 'I'm taking up chicken farming. Don't buy eggs from anyone but me'. Next day he _19 _______________ at the shop with his dog and said to Mr.Green, 'I want to _20 _______________ my resignation'.

(10 marks)
b. Transformation:

(I) Passive forms: Transform the following sentences into passive (when transformation can not be applied, write not possible).

1. The clouds soon cleared away and it became quite warm.

2. Jane arrived after her uncle, who was early.

3. His daughter always looked after him when he was ill.

4. They have let the cat out of the bag.

5. It was raining cats and dogs.

(5 marks)

(II) Nominalized forms: Rewrite the following sentences changing the underlined multi-word verbs into nominalized forms (derived noun-forms). When transformation can not be applied, write "not possible".

1. She has started making up her face.

2. The supply of food has broken down.

3. Robert drew out twenty pounds from his savings account.

4. Students are sitting in at the university.

5. Our plane took off very smoothly.

(5 marks)
Question Two: Substitution

Give the meanings of the underlined idiomatic expressions in the given spaces by choosing the suitable definitions / synonyms from the following list:

- helped...to get over
- discuss angrily with
- a condition of great excitement
- forever
- convinced...about
- have free time off
- informal conversation
- to achieve an expected standard
- uncommunicative
- discuss...with
- deceive
- kind untruth
- pause
- discover
- to use for one’s personal benefit
- illegal
- advanced to
- sensible
- family
- all the details

- diminished
- to be careful to
- thought constantly about
- final annoyance
- obtained...from
- make plans as sth develops
- become responsible for
- revealed a secret
- clearly stated
- repeatedly
- have trust in
- blame
- routine
- tolerate
- generally
- form
- resembles
- accomplished
- risky
- invented
1. For three days the wind blew hard and strong, but on the fourth day it died down.

2. Please hold on: I’d like to ask a question before you continue your lecture.

3. I believe in my wife because she always opens up to me and shows her love.

4. In both physical appearance and personality, John takes after his father.

5. I can put up with some noise while I’m studying, but I can’t accept loud noise.

6. Because he did a very poor job and came up with bad results, his boss felt that he hadn’t lived up to his responsibilities.

7. Tom began as a local salesman, but after thirty years with the same company he had worked up to sales manager.

8. Nothing he told me was true; I’m angry that he made up the whole story.

9. You have always carried out your duties well so I am going to give you a raise.

10. I’ve been working too hard lately; it’s time for me to take off a couple of weeks of vacation.

11. If you believe in telling the truth, you should never lead someone on.

12. Fifty states, including Alaska and Hawaii, make up the United States.

13. When you looked into the matter in the library, did you find out any answer.

14. He tried hard to get ahead, so I can’t hold his failure against him.
15. The successful student drew pleasure from the fact that he had passed all his exams.
16. When the alcoholic was considering suicide, the helpful psychiatrist pulled him through this difficult period.
17. If you have an American roommate, take advantage of him for carrying on conversations and answering questions.
18. Because I was late to class, I made a point of apologizing to the teacher after class; she appreciated my concern.
19. If you leave the business to your efficient assistant, he'll take charge of it and do a fine job.
20. I was very concerned about my problems; I had them on my mind all the time.
21. At first, the criminal left out part of his crime in his confession, but eventually he brought the whole thing into the open.
22. The unpredictable situation might change at any moment, so we'd better play it by ear as it develops, instead of deciding now.
23. At first he stuck to his own opinion stubbornly, but finally we brought him around to our way of thinking.
24. He wanted to go into the matter more deeply so he asked to talk it over with me next week.
25. Because Alice couldn't hold back her deep anger any more, she decided to open up and have it out with her selfish boyfriend.
26. All three of his children look just like him because they are his own flesh and blood.
27. The movie was so scary that the audience was constantly on pins and needles: they were sitting on the edges of their seats.
28. That older politician is very successful because he knows the ins and outs of government business well.

29. Joe has borrowed money three times without paying me back, and now he wants $50! That's the last straw!

30. When I said I liked her dinner, which really was terrible, I told a white lie because I didn't want to hurt her feelings.

31. At most parties, people socialize by engaging in a lot of informal small talk.

32. Tom had seen the movie three times before, so the outcome was rather cut and dried the fourth time.

33. When the Immigration Service learned that George's wife was not a U.S citizen, it declared the marriage null and void.

34. The heart operation was so difficult that most of the time it was touch and go.

35. To me, the points in his lecture were clear-cut: he was not just full of hot air.

36. The policeman managed to stay level-headed in the confrontation with the armed bank robbers.

37. Tom had second thoughts about sharing his problem with his family, so he decided to remain close-mouthed about it.

38. Even though I've tried many times to repair my car, time and again it won't start.

39. John finally was able to quit smoking for good; he'll never touch another cigarette.

40. By and large, Tom is an easy-going person in almost everything he does.
QUESTION NO.3: ERRORS IDENTIFICATION

Which of the following sentences are correct and which are not: Indicate your answers by ticking (tick √) the correct sentences and crossing (X) the wrong ones, in the given boxes.

1. The student got ahead his school.   ☐
2. The student got ahead in school.    ☐
3. My friend caught slowly on.        ☐
4. The teacher touched quickly on many ideas. ☐
5. The teacher quickly touched on many ideas. ☐
6. The teacher touched on quickly many ideas. ☐
7. A student came up a question.      ☐
8. A student's question came up.      ☐
9. The president cleared carefully up the problem. ☐
10. The president cleared up it.       ☐
11. The lawyer stuck to it.            ☐
12. I can tell the twins apart easily. ☐
13. I can tell apart the twins easily. ☐
14. The student found it out quickly.  ☐
15. The student found out it quickly.  ☐
16. The senator put the bill through Congress. ☐
17. The senator put the bill Congress through. ☐
18. I carefully kept an eye on the child. ☐
19. I kept a careful eye on the child.  ☐
20. I carefully kept eyes on the child.  ☐
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<tbody>
<tr>
<td>21.</td>
<td>I kept careful eyes on the child.</td>
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<tr>
<td>22.</td>
<td>Mary put her scholarship to good uses.</td>
</tr>
<tr>
<td>23.</td>
<td>Mary put her scholarship to good use.</td>
</tr>
<tr>
<td>24.</td>
<td>I turned it over to my associates.</td>
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<tr>
<td>25.</td>
<td>I turned over it to my associates.</td>
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<tr>
<td>26.</td>
<td>You should set time aside for a meeting.</td>
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<tr>
<td>27.</td>
<td>You should set aside time for a meeting.</td>
</tr>
<tr>
<td>28.</td>
<td>The manager put his heart or soul into his work.</td>
</tr>
<tr>
<td>29.</td>
<td>The manager put his heart and soul into his work.</td>
</tr>
<tr>
<td>30.</td>
<td>The car suffered a lot of wear and tear.</td>
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<tr>
<td>31.</td>
<td>The car suffered a lot of tear and wear.</td>
</tr>
<tr>
<td>32.</td>
<td>The race-car driver had many closer calls.</td>
</tr>
<tr>
<td>33.</td>
<td>The race-car driver had many close calls.</td>
</tr>
<tr>
<td>34.</td>
<td>The lecturer's speech was sweet and short.</td>
</tr>
<tr>
<td>35.</td>
<td>Tom and Jerry had a man-to-man talk.</td>
</tr>
<tr>
<td>36.</td>
<td>Tom and Jerry had a men-to-men talk.</td>
</tr>
<tr>
<td>37.</td>
<td>Fatima and Sara had a women-to-women talk.</td>
</tr>
<tr>
<td>38.</td>
<td>Fatima and Sara had a heart-to-heart talk.</td>
</tr>
<tr>
<td>39.</td>
<td>Day in and day out, Bob stays at home.</td>
</tr>
<tr>
<td>40.</td>
<td>Day out and day in, Bob stays at home.</td>
</tr>
</tbody>
</table>
QUESTION NO. 4 : Multiple - Choice (items).

Choose the idiom, which has the best meaning in the context below, by drawing a circle round the letter of the correct answer.

1. An elephant in a circus really ____________.
   a. falls through  
b. shows up  
c. stands out  
d. stands in

2. Because San Diego has poor bus system, it is difficult to ____________ if you don’t have a car.
   a. come about  
b. get around  
c. get ahead  
d. break in

3. Don’t leave without me! Please ____________.
   a. get ahead  
b. hold on  
c. catch on  
d. fall through

4. I prefer to ____________ one topic in great detail, instead of touching on many topics.
   a. run over  
b. come on  
c. catch on  
d. go into

5. He’s so stubborn that he ____________ all his opinions.
   a. sticks to  
b. goes without  
c. takes after  
d. sticks for

6. It’s hard to ____________ in a car when the streets are very crowded.
   a. get ahead  
b. go through  
c. get around  
d. get through
7. Joe tries hard, but he doesn't catch on easily; sometimes it's difficult to _______ him.
   a. get through to
   b. look forward to
   c. try for
   d. take after

8. I'll go back to work, when I _____________ this sickness.
   a. turn into
   b. go without
   c. get over
   d. get about

9. They work hard, and too quickly for me to ___________ them.
   a. get over
   b. look up to
   c. work up to
   d. keep up with

10. Do you ever fail to do your duties or do you always ___________ them?
    a. carry out
    b. believe in
    c. live up to
    d. carry in

11. It took many years for me to ___________ an important position in my company.
    a. keep up with
    b. work up to
    c. settle down
    d. make out

12. Did the policeman ___________ the mistake you made?
    a. point out
    b. take off
    c. make up
    d. take in

13. I asked him to go to the research center to ___________ some information ___________ for me.
    a. find _____ out
    b. look _____ out
    c. make _____ up
    d. look _____ up
14. A big traffic jam came about when a drunk driver \underline{looked out for} an accident.
   a. looked out for  
   b. brought about  
   c. brought up  
   d. came about

15. I understand the first three grammar rules, but please \underline{touch on} the last rule for me again briefly.
   a. fill in  
   b. get through to  
   c. touch on  
   d. touch in

16. After you left France, did you \underline{take up} French in school?
   a. take up  
   b. do over  
   c. engage in  
   d. take on

17. A four-foot person \underline{stands out} any where he goes.
   a. turns to  
   b. stands out  
   c. goes out  
   d. turns in

18. The parents didn't like yard work so they \underline{drew from} their sons.
   a. drew \underline{from}  
   b. touched \underline{out}  
   c. filled \underline{in}  
   d. left \underline{to}

19. The salesman \underline{engaged about} the customer \underline{a long discussion}.
   a. drew \underline{from}  
   b. left \underline{to}  
   c. engaged \underline{in}  
   d. engaged \underline{about}

20. The bill for our expensive dinner \underline{turned to} $200.
   a. turned to  
   b. came to  
   c. took of  
   d. lent to
21. You shouldn't ______________ a serious problem; deal with it as though it were very important.
   a. find fault with  
   b. make light of  
   c. take charge of  
   d. keep an eye on

22. I made so many mistakes that I had to ______________ my work ______________.
   a. do __________ over  
   b. put __________ to good use  
   c. play __________ by ear  
   d. lay __________ to rest

23. I'm so tired and tied down in my work that I can't ______________ my work life and my home life ______________.
   a. lay __________ to rest  
   b. put __________ above  
   c. tell __________ apart  
   d. do __________ over

24. After the debater found fault with his opponent, his opponent completely ______________ the debater's criticisms ______________ and won the debate easily.
   a. did __________ over  
   b. pointed __________ out  
   c. pulled __________ to pieces  
   d. put __________ above

25. The class was so good that I ______________ a lot ______________ it.
   a. put __________ above  
   b. got __________ out of  
   c. put __________ to use  
   d. put __________ out

26. I want to get the problem off my chest so I'll ______________ it ______________ him.
   a. have __________ out with  
   b. engage __________ in  
   c. leave __________ up to  
   d. go __________ out
27. The engine needed repair because it was _______ too much smoke.
   a. drawing from  
   b. giving off  
   c. giving away  
   d. giving up

28. Tom won't buy that old car because it has too much _______ on it.
   a. ups and downs  
   b. odds and ends  
   c. wear and tear  
   d. give and take

29. Alone in the house at night with out electricity, I was on _______.
   a. hear and soul  
   b. ups and downs  
   c. pins & needles  
   d. part and parcel

30. The sixth time he called me at midnight was the _______.
   a. lost cause  
   b. last straw  
   c. hot air  
   d. big shot

31. The criminal was ignored completely by his own _______.
   a. big shot  
   b. old hand  
   c. flesh & blood  
   d. part and parcel

32. When it's a matter of ________ I'm usually the one who has to compromise.
   a. ins and outs  
   b. give and take  
   c. white lie  
   d. heart and soul

33. Students usually dislike homework because often it's simply too ________.
   a. pins & needles  
   b. last straw  
   c. cut and dried  
   d. up and about

672
34. I hope that the teacher doesn't declare my test ____________ because I cheated.
   a. hot air
   b. null and void
   c. last straw
   d. free and easy

35. It was the ____________ when my neighbor played his stereo loudly for the length time at night.
   a. part and parcel
   b. last straw
   c. ups and downs
   d. ins and out

36. He went ____________ to put his heart and soul into it.
   a. neck and neck
   b. first-rate
   c. all-out
   d. spick and span

37. From his clear-cut answers, I can tell the professor is an ____________ at responding to questions from his students.
   a. eager beaver
   b. in and out
   c. old hand
   d. all-out

38. That speeding motorist almost didn't see me; that was a ____________.
   a. hot air
   b. close call
   c. lost cause
   d. big shot

39. An eager beaver will work very hard ____________
   a. all-out
   b. day in & day out
   c. now and again
   d. first-rate

40. At first I accepted his suggestion, but later I had ____________ about it.
   a. second thoughts
   b. heart and soul
   c. small talks
   d. neck and neck

(20 marks)
Question No.S

A - sentence writing:

Answer each question or statement by using the idiomatic expression in a meaningful, grammatical sentence

1. When might you wish that some noise would die down?

2. To get ahead in life, what do you have to do?

3. How did your desire to learn English come about?

4. What kind of life do you want when you settle down?

5. Whom do you turn to when you have a problem?

6. If you could turn into an animal, which animal would it be?

7. Which parent do you take after? In what way?

8. As a student, you have to put up with many problems. Name one.

9. In your family, who do you look up to?

10. Why do some people make up excuses for their mistakes?
11. What was the most recent task which you put off?

12. Why is it bad to lead someone on?

13. What responsibilities tie you down?

14. What personal habit would you like to give up?

15. What would you hold against a criminal?

16. Who is putting you through school?

17. Have you ever taken unfair advantage of your parents?

18. If you hurt someone, what should you make a point of doing?

19. Why do foreign students sometimes find it difficult to make sense of TV programs in English?

20. When would a person have to get something off his chest?

21. How do you lay your problems to rest?
22. Who do you talk your problems over with?

23. What might you take up with your parents?

24. Which of your flesh and blood do you love the most?

25. In what situation would you be on pins and needles?

26. What was the last close call that you had?

27. Are you an old hand at anything? What?

28. Why do people prefer speeches that are short and sweet?

29. Why should a teacher's explanation be clear-cut?

30. Why is it necessary to study vocabulary time and again?

(15 marks)
Cont - Question 5

B. Paraphrase the following passage:

Sam is a real cool cat. He never blows his stack and hardly ever flies off the handle. What’s more, he knows how to get away with things.... Well, of course he is getting on, too.

His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early. He takes care of the hot dog stand like a breeze until he gets time off. Sam’s got it made; this is it for him.
APPENDIX – 5.b
PRETEST
TABLE – 104

STUDENTS’ PERFORMANCE ON THE PRT: TOTAL NO. OF CORRECT/WRONG ANSWERS AND PERCENTAGE

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<td>Correct</td>
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| 2 | 11 | 89 | 24 | 2  | 98 | 24 | 89 | 11 | 24 | 0  | 100 | 24 | 90 | 0  | 10 |
| 3 | 33 | 67 | 25 | 13 | 87 | 25 | 89 | 11 | 25 | 96 | 4  | 25 | 95 | 5  |
| 4 | 28 | 72 | 26 | 41 | 59 | 26 | 28 | 72 | 26 | 0  | 100 | 26 | 94 | 6  |
| 5 | 3  | 97 | 27 | 90 | 10 | 27 | 5  | 95 | 27 | 11 | 89 | 27 | 4  | 96 |
| Sub total | 135 | 365 |
| Question 1. b.2 | 28 | 57 | 43 | 28 | 95 | 5  | 28 | 17 | 83 | 28 | 68 | 32 |
| 1 | 44 | 56 | 30 | 99 | 1  | 30 | 18 | 82 | 30 | 49 | 51 | 30 | 2 | 98 |
| 2 | 92 | 31 | 43 | 57 | 31 | 3  | 97 | 31 | 95 | 5  | Sub total | 1107 | 1893 |
| 3 | 2  | 98 | 32 | 0  | 100| 32 | 7  | 93 | 32 | 96 | 4  |
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| Sub total | 85 | 415 |
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| 37 | 88 | 12 | 37 | 79 | 21 | 37 | 90 | 10 |
| 38 | 10 | 90 | 38 | 78 | 22 | 38 | 90 | 10 |
| 39 | 81 | 19 | 39 | 12 | 88 | 39 | 5  | 95 |
| 40 | 10 | 90 | 40 | 7  | 93 | 40 | 54 | 46 |
| Sub total | 1415 | 2585 |
| Sub total | 1945 | 2055 | 1512 | 2488 |
| Sub total | 6942 | 11058 |
| % | 38.57 | 61.43 | 679 |
APPENDIX – 6. A

PRACTICE WITH IDIOMS

SELECTIONS OF CHAPTERS: (1, 5, 12, 14, 16)

Chapters 1 and 5 representing intransitive / transitive verbal idioms while 12, 14 and 16 sampling nominal, adjectival and adverbial idioms respectively.

Section I

Chapter I

INTRANSITIVE VERBS WITH PARTICLES:

- to die down
- to come about
- to break down
- to get ahead
- to stand out
- to get around
- to fall through
- to hold on
- to open up
- to come up
- to break in
- to catch on
- to look on
- to settle down
- to show up

I. GUESSING THE MEANING FROM CONTEXT:

You can learn a lot about an idiom if you look at the context of its use. The meaning of the words around it, and the meaning of the whole sentence, can give you a good idea of the idiom's meaning. You don't need a dictionary to understand the general meaning of the idiom.

Try to guess the meaning of each idiom as it is used in the following sentences. Provide either a one-word synonym or a definition.
1. For three days the wind blew hard and strong, but on the fourth day it died down.

2. I thought John and Mary were happy, but they recently got a divorce; how did it come about?

3. My old car has a very bad engine; it will probably break down and need repairs.

4. If you want to get ahead in life, you have to work hard and save your money.

5. His poor clothes really stood out at the meeting because everyone else was wearing a suit and tie.

6. Since you don't have a car or motorcycle, how do you get around?

7. Our plans for a trip to Europe fell through because we hadn't saved enough money for the plane tickets.

8. Please hold on; I'd like to ask a question before you continue your lecture.

9. He told me all of his marriage problems, from beginning to end; he really opened up.

10. Because several students didn't understand the teacher's ideas, many questions came up.

11. While I was talking, Tom broke in to tell me that he disagreed.

12. After I spent two hours trying to explain the difficult idea, John finally caught on.

13. While his friends were playing football, poor Joe, who had a broken leg, could only look on.

14. At first the students in my class were too noisy, but eventually they settled down to work.

15. It's already 10 o'clock and Bill hasn't come yet; if he doesn't show up soon, our meeting will fall through.
Now go back to each sentence in this exercise and underline any part of the sentence which helped you to guess the meaning of the idiom. In other words, try to find the context clues.

Class discussion:

You probably could guess the meaning of some idioms more easily than others. Decide which idioms were easy to guess and which were difficult. Discuss the importance of context clues in helping you understand the meaning of each idiom.

I. DEFINITION CORRESPONDENCE

Using Exercise Exercise:I to help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Be sure to use context clues and to use the correct grammar forms.

- to die down
- to come about
- to break down
- to get ahead
- to stand out
- to get around
- to fall through
- to hold on
- to open up
- to come up
- to break in
- to catch on
- to look on
- to settle down
- to show up

Example:

(to move about*) Most animals get around on four legs.

definition    correct answer

(to happen) 1. The newspaper article didn't tell how the accident ________.

(to fail to occur) 2. The planned meeting________ because several members were out-of-town.
3. He studied very hard in school so that he could ________ in his studies.

4. The tall building ____________ against the smaller ones.

5. The workers had to work twice as hard because the large machine had ____________.

6. When the President of the U.S. entered the room, all the noise ____________.

7. It is hard for people in wheelchairs to ____________ because many buildings don't have elevators.

8. Many people ____________ as firemen put out the burning house.

9. In court, a question ____________ about his association with some criminals.

10. At first I was confused, but after much explanation, I ____________.

11. I asked my friends, who were going out the door, to ____________ while I got my coat.

12. It's very impolite to ____________ while someone else is speaking.

13. Don't hide your secrets from your wife; ____________ and tell her how your unhappiness came about.

14. If you ____________ and talk more slowly, I'll be able to understand you better; now you're too upset to think clearly.

15. When the babysitter ____________, my parents went out for dinner.
III. EXPLANATION OF THE IDIOMS

You probably have a good idea what each idiom means by now. Study the following explanations so that you can understand them completely.

1. **to die down**—to become more quiet; to diminish, to subside
   Usual subjects: *feelings* (excitement, nervousness, anger, love/hatred); *natural events* (storm, wind, fire); *sounds* (music, voices, noises).
   My anger at him has **died down** since he apologized to me.
   After the storm, the strong winds **died down**.
   The loud music **died down** after the police came.

2. **to come about**—to happen, to occur; to be caused
   Usual subjects: *events* (accident, death, failure/success, defeat); *situations* (problem, discussion, argument)
   This idiom is most often used in a *How-question*, when we want to know the *cause* of something.
   How did the automobile accident **come about**?
   His success **came about** after he started working harder.
   The argument **came about** because they were talking about politics.

3. **to stand out**—to be noticeable, to be prominent; to be clearly seen
   Usual subjects: color, tone; figure, shape; people
   With this subject, there is a *contrast* with something else.
   A very tall man wearing a big hat **stood out** in the crowd of people.
   The large black letters on this small white sign really **stand out**.
   Joe is so intelligent that he **stands out** in class.

4. **to break down**—to fail to function, to stop working properly
   Usual subjects: *machines* (typewriter, engine, air-conditioning); *vehicles* (car, truck, plane, train, etc).
   The travelers were delayed because the bus had **broken down**.
   It would be very regrettable if the air conditioning **broke down** on a very hot day.
5. **to fall through**—to fail to occur, not to happen
Usual subjects: plan, project, arrangement, agreement, contract
If your new contract agreement **falls through**, the workers in your company will go on strike.
The plan for a new park **fell through** because no citizen wanted higher taxes.
The project is so well planned that it couldn't possibly **fall through**.

6. **to get ahead**—to make progress, to succeed
Usual subjects: people
Anyone can **get ahead** in life if he or she really tries hard.
Can a criminal **get ahead** by stealing money from a bank?
The dream of most politicians is to **get ahead** in national politics.

7. **to get around**—to travel, to move about
Usual subjects: *living things* (*people, animals*); *information* (*news, ideas, secret, gossip*)
It's difficult for a person with a broken leg to **get around**.
Everyone knows him well; he really **gets around**.
How did my secret **get around** to all my friends so quickly?

8. **to hold on**—to wait, to pause
Usual subjects: people
This idiom is usually used in a polite command form or in indirect speech. It is commonly used when asking someone to wait on the telephone.
Please **hold on**; I'll see if the doctor is in. (polite command)
I asked him to **hold on** before he finally **left**. (indirect speech)
Unusual: He **held on** before he left.
It is usually followed by a **time expression** such as "a second, a minute".
Please **hold on** a second!
Could you **hold on** a minute? (A question form is possible.)
9. **to open up**—to talk honestly and freely; to reveal a secret
   Usual subjects: People
   This idiom basically means that one doesn't hide his true feelings.
   Their marriage plans fell through because neither one of them could ever **open up**
   to the other.
   In court, you are expected to **open up** about what you know.

10. **to come up**—to arise
    Usual subjects: a problem, question, issue
    A serious problem came **up** after the project had been started.
    Many questions came **up** about the quality of the project.
    A political issue **came up** which embarrassed the candidate.

11. **to break in**—to interrupt (someone who is already speaking)
    Usual subjects: people
    While I was explaining my point of view, he **broke in** to argue with me.
    During the regular TV **programe**, the newsman **broke in** to tell about the recent
disaster.
    When your teacher is speaking, you shouldn't **break in**.

12. **to catch on**—to finally understand
    Usual subjects: people
    This idiom means that someone had difficulty in understanding something, but
    finally was able to understand.
    After two hours of trying to learn the new game, he **caught on**.
    The lady in the back of the room repeated her question several times but I still
    couldn't **catch on**.
13. **to look on** - to watch, to observe, to be a spectator

Usual subjects: people.

*I looked on* as they tried to fix the machine which had broken down.

The shopkeeper could only *look on* as the armed robbers stole all of his money.

When people are playing sports, I don't enjoy *looking on*; I would rather play also!

14. **to settle down**—1) to become calm, quiet, or peaceful

2) to begin a normal, stable life

Usual subjects: *living things* (people, animals)

#1—The children *settled down* when their teacher entered.

The barking dogs *settled down* after the loud truck passed by.

#2—*Many* young people are now getting steady jobs, getting married, and *settling down* in their own homes.

*Many* people *settle down* in San Diego because of the fine weather.

15. **to show up**—to arrive, to appear

Usual subjects: people

This idiom is often used when someone appears somewhere late.

He finally *showed up* an hour late.

I hope our teacher doesn't *show up* so that we can leave.

*Class Discussion:*

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to **Exercise I and Exercise II** and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in **Exercise I**?
2. How much better did you do in **Exercise II**?
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?
IV. LEARNING THE GRAMMAR RULES

Part A

Verbs are a part of English grammar which are often used in idioms. Some verbs are called *transitive* because they are followed by an object, which is always a noun phrase. Some verbs are called *intransitive* because they are not followed by an object. Examples:

- **Transitive verb:** to hit
  
  The Child hit the ball
  
  Subject verb object

- **Intransitive verb:** to go
  
  Mary goes to her favourite restaurant tomorrow.

  Subject verb prepositional phrase (p.p) time adverb

1. Can intransitive verbs be followed by other parts of grammar?
   
   _____ Yes __________ No

2. What other kinds of adverbs could follow an intransitive verb?

In this chapter, verbs which are *intransitive*, because objects do not follow them, are used with words such as around, on, through, and up. Such words are called *particles* because they cannot be separated from the verbs by adverbial forms (see Part B, Set 2, below). A particle joins with an intransitive verb to form an *intransitive verbal idiom*.

Example:

- **Intransitive verb + particle:** to stand out
  
  A large carnation stood out on his suit.

  Subject verbal idiom p.p.

1. Is the verbal idiom followed by an object?
   
   _____ Yes __________ No

2. Why is a word like out called a particle in this idiom?
Part B

Look carefully at the following sets of sentences. Some sentences are correct and some are incorrect. An asterisk (*) means that a sentence is incorrect. Write your best answers to the questions by comparing the sentences.

Set 1
1. *The student got ahead his school.
2. The old man got around with difficulty.
3. *The company fell through its plan.
4. The student got ahead in school.
5. The company's plan fell through.

a. Which sentence is the correct form of #1?

b. Which sentence is the correct form of #3?

c. Circle the correct answers:

1. The verbal idioms in this chapter (can or cannot) be followed by an object.
2. The verbal idioms (can or cannot) be followed by a prepositional phrase.
3. A verb which does not take an object is (transitive or intransitive).

In the incorrect sentences above (#1 and #3), the verbal idioms were followed by objects, which is not possible for intransitive forms. Other parts of grammar, such as adverbs and prepositional phrases, often occur with these verbal idioms.

Set 2
2. The chairman showed early up,
3. My friend caught on slowly.
4. *The chairman early showed up.
5. My friend slowly caught on.
6. The chairman showed up early.

a. Which sentences are correct forms of #1?
b. Which sentence is the correct form of #2 and #4?
c. Try to explain why #5 is correct but #4 is incorrect: What is the difference in adverbs?
d. Circle the correct answer:
   Words like early and slowly are called (adjectives or adverbs).

No adverb can be placed between the verb and particle, which shows that the verb and particle are one unit of grammar. Only a manner adverb, which tells how something was done (quickly, quietly, slowly), can be placed both before and after the verb + particle, if it ends in -ly. A manner adverb such as well cannot be placed before the verb + particle.

Most adverbs, including time adverbs such as early, are placed after the idiom.

My friend caught on slowly. (correct position)
My friend slowly caught on. (correct position)
*My friend well caught on. (incorrect position)
My friend caught on well. (correct position)
The chairman early showed up. (incorrect position)
The chairman showed up early. (correct position)

If you have any difficulty with the grammatical terms used in this section, such as "subject, object, noun phrase," you can refer to the Appendix at the end of this book for further explanation.
V. MULTIPLE-CHOICE EXERCISE

Choose the idiom which has the best meaning in the context below. No idiom is used twice as a correct answer.

1. An elephant in a circus really ____________.
   a. falls through
   b. stands out
   c. shows up

2. If you weren't so careless, your typewriter wouldn't _____.
   a. break down
   b. come about
   c. break in

3. He tries to ____________ by studying his lessons everyday.
   a. die down
   b. get around
   c. get ahead

4. I'm sorry that our date with each other ____________.
   a. held on
   b. got around
   c. fell through

5. If the wind ____________, we won't be able to fly our kites.
   a. breaks down
   b. dies down
   c. opens up

6. Do you know how the murder ____________?
   a. came about
   b. pitched in
   c. got around
7. Because San Diego has a poor bus system, it is difficult to ______ if you don’t have a car.
   a. come about
   b. get around
   c. get ahead

8. You have to listen to me carefully if you want to ______.
   a. get head
   b. catch on
   c. come up

9. Many problems ______ in our serious discussion.
   a. showed up
   b. came up
   c. opened up

10. When Mary finally ______ we were able to leave immediately.
    a. got around
    b. came about
    c. showed up

11. Please ______; you shouldn't get so upset!
    a. settle down
    b. die down
    c. fall through

12. If you have any questions while I'm talking, feel free to ______.
    a. lookon
    b. come up
    c. break in

13. Don't leave without me! Please ______.
    a. get ahead
    b. hold on
    c. catch on
VI. WRITING EXERCISE
Answer each question or statement by using the idiom in a meaningful, grammatical sentence.

1. How do you usually get around?

2. When might you wish that some noise would die down?

3. Explain why a plan might fall through.

4. To get ahead in life, what do you have to do?

5. When your car breaks down, describe what you do.

6. In your home or apartment, what stands out the most?

7. How did your desire to learn English come about?

8. When might you ask someone to hold on?

9. Why is it better to open up if you feel angry?

10. If you don't know the answer to a question which comes up in class, what do you do?

11. Why is it impolite to break in when someone is talking?

12. When a vocabulary word is very difficult, how do you try to catch on?

13. Why do some people only like to look on while others play sports?

14. What kind of life do you want when you settle down?

15. Why should people show up on time for appointments?
Section II
Chapter 5
TRANSITIVE VERBS WITH MOVABLE PARTICLES

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I. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is used in the following sentences. Provide either a one-word synonym or a definition. Underline the context clues as you are trying to guess the meaning.

1. Nothing he told me was true; I'm angry that he made up the whole story.

2. I'll think over your idea carefully before I make a final decision about it.

3. If you bring up a question in class, I'm sure that your teacher can come up with an answer for you.

4. Sometimes a business will give away free samples of their product so that people can learn about it.

5. Be sure to try out a new car before you buy it; look out for problems in advance.
6. Many students couldn't catch on, but the teacher **cleared up** the problem by going into a detailed explanation.

7. He **put off** his work until later, instead of doing it right away.

8. You have always **carried out** your duties well so I am going to give you a raise.

9. How did the accident happen? That man **brought about** the accident when he hit the other car.

10. The tour organization **called off** the trip because so few people showed up at the first orientation meeting.

11. I went to the library to **look** up some information to use in my term paper.

12. He tried to get through to me by **pointing** out the mistakes in my paper.

13. When people open up to each other, they usually **talk** over their problems.

14. It was too dark to **make out** the letters on the sign far ahead.

15. I've been working too hard lately; it's time for me to **take off** a couple of weeks of vacation.

*Class discussion:*

Decide which idioms were easy to guess and which were not. Discuss the importance of context clues in helping you to understand the meaning of each idiom.
II. DEFINITION CORRESPONDENCE

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</table>

(to consider carefully) 1. You should ____________ an important matter before you finally decide on it.

(to distribute freely) 2. The new restaurant ____________ prizes to its first 100 customers as an advertising method.

(to accomplish) 3. The spy successfully ____________ his assignment in the enemy country, returning safely to his country after it was completed.

(to test) 4. Jeff ____________ each machine and the best one soon stood out, so he bought it.

(to postpone) 5. Because a rainstorm was expected, we ____________ our baseball game for two days.

(to cause) 6. The child ____________ the fire in the house because he played with matches.

(to introduce) 7. We thought our plan was perfect, but at the last moment someone ____________ a serious problem.
8. If you ______ an excuse for being late to class, the teacher might not believe in your honesty.

9. At first I couldn't get through to the student, but finally I ______ his confusion.

10. Mary had to ______ her travel problems with the airline manager.

11. The president ______ the special meeting because there was no longer any need for it.

12. The employee ______ the summer to travel with his family.

13. With my new glasses I can ______ everything much better than before.

14. He turned to a bigger dictionary to ______ the exact definition of the word.

15. Mr. James ______ many examples of the difficult theory, and soon the confused students caught on.
III. EXPLANATION OF THE IDIOMS

1. **to make up**—1) to invent, to fabricate (a lie)
   2) to apply cosmetics

   #1 Usual subjects: people
   Usual objects: lie, excuse, story, the whole thing
   It’s a bad habit to make up lies about things which you know are wrong; no one will believe you.
   He told me a strange story about his illness, and I think that he made the whole thing up.

   #2 Usual subjects: people (actor, clown, woman)
   Usual objects: face, nose
   Many women like to make up their face each morning.
   The clown makes up his nose with red paint.

2. **to think over** - to consider carefully, to ponder

   Usual subjects: people
   Usual objects: plan, suggestion, offer, problem, matter
   This idiom is used when the subject doesn't want to make a quick, careless decision.
   I wanted to think over their plan before I agreed to follow it.
   Think over your problems before you finally decide what to do.

3. **to bring up**—1) to introduce, to present, to raise
   2) to rear, to raise

   #1 Usual subjects: people
   Usual objects: question, problem; matter, subject, point
   This idiom is very close in meaning to come up with.
   When you want to go into a subject more carefully in class, you should bring up many questions.
   When the president brought up the energy matter, the committee looked into it carefully.

   #2 Usual subjects: people (parents, nurse, grandmother, foster home)
   Usual objects: child, daughter, son
Parents should bring up their children with love and devotion.
Grandmother Johnson brought up her little granddaughter when her son and daughter-in-law were lost at sea.

4. **to give away**—1) to distribute freely, to give at no cost  
   2) to reveal, to tell (a secret)

#1 Usual subjects: people; company, business  
Usual objects: prize, gift, sample product; personal possession.
The popular game shows give away many prizes and gifts to the contestants on T.V.
In supermarkets, food companies often give away samples of their products to customers.

#2 Usual subjects: people  
Usual objects: secret, hidden fact  
He gave my age away even though I had told him not to tell anyone.
This fact is my own private matter; you shouldn't have given away my secret.

5. **to try out**—to test, to check the function of  
Usual subjects: people
Usual objects: machine (car, typewriter, television, etc.)
You should always try out a car before you buy it so that you can look out for serious problems.
After the secretary tried out the typewriter for fifteen minutes she could see that it would soon break down.

6. **to clear up**—to make clear, to clarify, to remove doubt about  
Usual subjects: people; explanation  
Usual objects: difficulty, misunderstanding, confusion, problem; matter, point.
When a student cannot catch on to an idea, the teacher should try to clear up his misunderstanding.
Jane and I argued for a long time, until a friend cleared up our disagreement.
No nurse could understand the doctor's point until he cleared it up.
7. **to put off**—to postpone, to delay, to defer
   Usual subjects: people
   Usual objects: matter, decision; meeting, appointment, conference
   I want to think over this matter fully, so I'll put my decision off until next week.
   We had to put off the meeting because many members could not show up at that time.
   The businessman hadn't gotten over his cold so he had to put off his appointment with the company president.

8. **to carry out**—to fulfill, to accomplish
   Usual subjects: people
   Usual objects: promise, obligation, responsibility; job, duty
   This idiom is very close in meaning to **to live up to**.
   He carried out all his promises so everyone looked up to him.
   To try for a promotion, the office worker carried out his responsibilities carefully and thoroughly.
   If you want your work to be respected, you have to carry it out well.

9. **to bring about**—to cause (to happen)
   Usual subjects: people; situation (circumstances, plan, problem, etc.)
   Usual objects: situation (change, accident, illness, etc.)
   This idiom is used when someone or something (subject) is the reason why a situation occurred. It is close in meaning to **to come about**.
   The new chairman brought about a big change in his company's organizational structure.
   The bicyclist brought about an accident when he suddenly crossed the street in front of a car.
   What brought about John's illness? I thought he was taking care of himself.

10. **to call off**—to cancel, to stop
    usual subjects: people
    Usual objects: meeting, conference; project (plan, proposal, deal); travel (trip, journey, expedition); marriage, wedding.
    We had to call the meeting off because the chairman was out-of-town.
When his wife didn’t get over her illness, Mr. Smith called off their trip to Europe. Bob and Ann called off their wedding because they couldn’t clear up their differences of opinion.

11. to look up—to try to find, to search for
Usual subjects: people
Usual objects: information (Tact, detail, word; address; numbers); people
He looked up the necessary facts in the law book.
Students use dictionaries in order to look up vocabulary definitions.
When I visited New York, I looked up my old high school friend who lives there.

12. to point out—to explain; to indicate
Usual subjects: people
Usual objects: aspect, truth, fact; law; argument
The teacher pointed out other facts which had been left out of the discussion.
The policeman pointed out several driving laws I had violated.
The lawyer pointed out some arguments which brought up doubt about the man’s innocence.

13. to talk over—to discuss (fully); to consider
Usual subjects: people
Usual objects: matter, problem, question; project, plan; things
The principal talked over the student problem with the teacher.
The corporation members talked the plan over for some time.
To clear up a marital problem, husband and wife should talk things over.

14. to make out—
1) to distinguish, to manage to see
2) to complete, to fill out (a form)
#1 Usual subjects: people
Usual objects: things which are hard to see (figure, shape, cars in fog).
It was very foggy so it was hard to make out the figures of people walking on the side of the road.
In the distance I could make out the outlines of cows walking on top of a hill.
The bank looked up his account number so that he could make out the check request form correctly.

To apply for a credit card, you have to make out this application form.

15. **to take off**—1) to remove  
   2) to have free time off

When my guest showed up, they entered and took off their coats.

I like to take off my shoes when I'm at home.

I had gone without a vacation for too long, so finally I took two weeks off.

He took off the summer to write a new novel.

Class discussion:

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to Exercise I and Exercise II and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in Exercise I?

2. How much better did you do in Exercise II?

3. Are there any idiom meanings which are still not clear to you?

4. Is there anything you have noticed about the grammatical usage of these idioms?
IV. LEARNING THE GRAMMAR RULES

Part A

All of the idioms in this chapter are composed of a *transitive verb + movable particle*. The verb is transitive because a noun phrase must be used as an object.

Example:

*transitive verb + movable particle: to clear up*

<table>
<thead>
<tr>
<th>The President</th>
<th>cleared up</th>
<th>the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verbal idiom</td>
<td>object</td>
</tr>
</tbody>
</table>

1. Are the transitive verb and particle connected in:

a) meaning   b) grammar   c) both meaning and grammar?

2. In the preceding section, did you discover another place to put the particle? Where?

Part B

Look carefully at the following sets of sentences. Some are correct and some are incorrect (*). Answer the questions by comparing the sentences.

**Set 1**

1. The president cleared up the problem carefully.
2. The president cleared carefully up the problem.
3. The president cleared the problem up carefully.
4. The president cleared up carefully the problem.
5. The president carefully cleared up the problem.

a. What is the difference between sentences #1 and #3?

b. Fill in the appropriate answers:

With the idioms in this chapter, the___________may be placed before or after the______________.
c. Which sentence is another correct form of #1 and #3?

d. Where is it *wrong* to place an adverb?

With the idioms in this chapter, the particle may be placed on either side of the object, but not anywhere else in the sentence. An adverb may *not* be placed between the verb + particle or between the particle and object because the verb + particle are connected in both meaning and grammar.

The president cleared *up* the problem carefully. (correct position)
The president cleared the problem *up* carefully. (correct position)
The president *carefully* cleared up the problem. (correct position)
The president cleared *carefully* up the problem. (incorrect position)
*The president cleared carefully the problem up.* (incorrect position)

Set 2

1. The president cleared up the problem.
2. *The president cleared up it.*
3. The lawyer stuck to his argument.
4. The lawyer stuck to it.
5. The president cleared it up.
6. The lawyer stuck it to.

a. What is the difference between the idioms in sentences #1 and #3?
b. Circle the correct answers:
   1. In the idiom **clear up**, *up* is a (particle or preposition)
   2. In the idiom **stick to**, *to* is a (particle or preposition)
c. Which sentence is the correct form of #2
d. Which sentence is the correct form of #6?
e. Compare sentences #4 and #5. What can you say about the use of pronouns with transitive verbs and particles?
You must be very **careful** not to **confuse** the grammar of intransitive verbs with prepositions, and transitive verbs with particles.

**Compare:**

a.  **Transitive verb with particle**

   I held the meeting *up.*  
   I held *up* the meeting  
   *I held stubbornly up the meeting*  
   (particle can be placed before or after object)

b.  **Intransitive verb with preposition**

   I stuck *to* my opinion.  
   *I stuck my opinion to.*  
   I stuck *firmly to my opinion.*  
   (preposition can only be placed before noun phrase)

The general rule for pronouns is that they always *precede* particles, but always *follow* prepositions.

**Particle:**

The president cleared *it* up.  
The president cleared up *it.*  
(correct position)

**Preposition:**

The lawyer stuck to *it.*  
*The lawyer stuck *it* to.*  
(correct position)

*The lawyer stuck *it* to.*  
(incorrect position)
V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter, or a previous one, which has the best meaning in the context below. No idiom is used twice as a correct answer. Be very careful about the grammar rules which you have learned.

1. Do you ever fail to do your duties or do you always ___________ them?
   a. believe in  
   b. live up to  
   c. carry out

2. When the noise ___________, I began to speak.
   a. broke in  
   b. went without  
   c. died down

3. I tried to get through to him, but I couldn't ___________ his misunderstanding.
   a. work up to  
   b. catch on  
   c. clear up

4. I hated to ___________ my stereo, but I had to sell it to stick to my budget.
   a. part with  
   b. did without  
   c. go through

5. When you ___________ your home life, can you look up to your parents for the way they raised you?
   a. look out for  
   b. go into  
   c. look back on

6. It took many years for me to ___________ an important position in my company.
   a. keep up with  
   b. work up to  
   c. settle down
7. Did your committee ________ the problem carefully before deciding on it?
   a. get over  
   b. talk over  
   c. touch on

8. Although he ________ the best job available, he only worked up to assistant.
   a. part with  
   b. get ahead  
   c. tried for

9. The soldiers stopped fighting and just ________ as the planes dropped bombs on the enemy ahead.
   a. broke in  
   b. tried out  
   c. looked on

10. The teacher is reading his lecture too quickly so I can't ________ his ideas.
    a. catch on  
    b. keep up with  
    c. hold on

11. There's too much noise here for me to study; I can't ________ it.
    a. go through  
    b. think over  
    c. put up with

12. Did the policeman ________ the mistake you made?
    a. point out  
    b. take off  
    c. make up.
VI. WRITING EXERCISE

Answer each question by using the idiom in a meaningful, grammatical sentence.

1. Why do some people make up excuses for their mistakes?

2. Why would the President think over an important problem before making a decision?

3. If you had children, how would you bring them up?

4. What kinds of gifts do T.V. game shows give away?

5. Why do people try things out before they buy them?

6. How can a teacher clear up a student's mistake?

7. What was the most recent task which you put off?

8. Why should students carry out their assignments completely?

9. What problems might bring a revolution about?

10. For what reason would you have to call off a party?

11. Where would you look up the location of a city?

12. Who do you talk over your problems with?

13. In a hospital, who can point out the cause of your illness?

14. When is it difficult to make a traffic sign out?

15. When is the next time that you can take off a week or more from school?
Section

III NOMINAL, ADJECTIVAL AND ADVERBIAL IDIOMS

Chapter 12

Nominal Forms:

Pairs of Nouns

<table>
<thead>
<tr>
<th>flesh &amp; blood</th>
<th>heart &amp; soul</th>
<th>part &amp; parcel</th>
<th>wear &amp; tear</th>
<th>pins &amp; needles</th>
</tr>
</thead>
<tbody>
<tr>
<td>odds &amp; ends</td>
<td>rank &amp; file</td>
<td>ups &amp; downs</td>
<td>give &amp; take</td>
<td>ins &amp; outs</td>
</tr>
</tbody>
</table>

1. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is used in the following sentences. Provide either a synonym or a definition. Underline the context clues which help you to guess the meaning.

1. All three of his children look just like him because they are his own flesh and blood. ________________

2. The volunteer was so dedicated to the politician that he put his heart and soul into all his work. ________________

3. Tom’s quick temper is part and parcel of his personality; he was born with it and will never change. ________________
4. After 100,000 miles, my car has suffered a lot of **wear and tear**, especially on the old engine.

5. The movie was so scary that the audience was constantly on **pins and needles**; they were sitting on the edges of their seats.

6. Before going on vacation, Joe had quite a few odds and ends to take care of, like loan payments and various errands.

7. Although the supervisors and managers received salary increases, the **rank and file** didn't.

8. Marriages cannot always be perfect; every couple should expect some ups and downs.

9. If the couple believes in give and take, they can solve most of their disagreements.

10. That older politician is very successful because he knows the **ins and outs** of government business well.

**Classic discussion:**

Decide which idioms were easy to guess and which were difficult. Consider the importance of context clues in your decisions.
### II. DEFINITION CORRESPONDENCE

Using **Exercise I** to help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Be sure to use context clues and to use the correct grammar forms.

<table>
<thead>
<tr>
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<td>ins &amp; outs</td>
</tr>
</tbody>
</table>

1. (Cooperation) A successful relationship between business partners depends on __________________ on decisions.
2. (family) Of course Tom is a prominent lawyer like me; he's my own __________________, isn't he?
3. (basic part) Facing danger and risking life are______________________ of a policeman's job.
4. (damage) Because they have seven active children, their furniture gets a lot of __________________.
5. (difficulties) The unlucky actor could only get a few good movie roles; his life was full of______________________.
6. (all the details) To be successful as a businessman, you have to know the_____ of the business world.
7. (excitement) We were on______________________ waiting to know whether we would have a baby boy or girl.
8. (ordinary people) Rich people get many tax deductions; it's the __________________ who suffer the most.
9. (full energy) The student wanted so much to graduate that all of his __________________ into his difficult studies.
10. (various items) Before taking a lunch break, the secretary had some __________________ to finish up quickly for her boss.
III. EXPLANATION OF THE IDIOMS

1. flesh and blood—one’s family or blood relatives; kin
   This idiom is preceded by a possessive pronoun, and often by the word own.
   In a disaster, people take care of their own flesh and blood before helping their neighbors.
   Of course I’m proud of my daughter; she’s my own flesh and blood.

2. heart and soul—one’s entire energy, all of one’s efforts
   The idiom usually occurs with the verbal idiom put into, and is preceded by a possessive pronoun.
   If you put your heart and soul into your work, you’ll succeed.
   The opera singer put her heart and soul into the difficult performance.

3. part and parcel—a basic part, an integral portion
   No article precedes this idiom; the verb be is usually used.
   Profit-making is part and parcel of all business activities.
   Why does poverty have to be part and parcel of life in undeveloped countries?
   Sally’s selfishness is part and parcel of her real character.

4. wear and tear—damage, deterioration caused by frequent use
   This idiom is often used in reference to machines; a quantity word usually precedes the idiom.
   When I rented out my piano to a stranger, its suffered some wear and tear.
   My car has received a lot of wear and tear from driving to work everyday.
   Joggers always put much wear and tear on their running shoes.

5. pins and needles—a condition of great excitement or nervousness.
   This idiom is usually preceded by on; the verb sit is commonly used when the idiom means nervousness.
   The scary lightning and thunder storm had me on pins and needles all evening; it was fun!
   Waiting for the important job interview, Mary sat on pins and needles.
6. **odds and ends**—various items; different tasks

This idiom is not preceded by an article; the adjective *some* or *various* often precedes it.

John made a fast dinner by using some **odds and ends** from the night before.

The reporter discovered the political crime because he had gathered various **odds and ends** of secret government information.

I did some **odds and ends** around the house before I turned on the TV.

7. **rank and file**—common workers; ordinary people

This idiom is usually used with a definite article, and sometimes is used as a compound noun form.

The **rank and file** in the factory wanted higher wages.

The **rank and file** in the U.S. are generally uninvolved in world affairs.

The **rank-and-file** employees went on strike for shorter hours and longer vacations.

8. **ups and downs**—good and bad times; difficulties

This idiom includes both bad and good periods of life, but it is only used during bad times. A possessive pronoun often precedes it.

The business had its **ups and downs** before it really became successful.

All married couples have their **ups and downs**, but they usually survive.

9. **give and take**—cooperation, compromise, concession

This idiom means that two or more people must share in making decisions in which an exchange of ideas or compromise is involved. No article is used.

If married couples don’t believe in **give and take**, then they will suffer ups and downs.

**Give and take** is part and parcel of living closely with several roommates.
10. **ins and outs**—all the details, the important parts
   
   A definite article is used with this idiom.

   The corporate president knows all the **ins and outs** of the business world, both good and bad.

   Students must learn all of the **ins and outs** of succeeding in school in order to do well.

*Class discussion:*

Now that you have learned the meanings of the idioms and how to use them in sentences, go back to **Exercise I** and **Exercise II** and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in **Exercise I**?
2. How much better did you do in **Exercise II**?
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?

**IV. LEARNING THE GRAMMAR RULES**

**Part A**: The nominal idioms in this chapter are formed from different parts of grammar, such as verbs, prepositions and **real** nouns. These idioms can be used as subjects, objects, or as noun phrases after prepositions.

*Examples:*

- **Ups and downs** are a part of life. (prepositions)
  
  subject

- The athlete put his **heart and soul** into it. (nouns)
  
  object

- Marriage is a matter of **give and take**. (verbs)
  
  noun phrase
1. What word is used to join the verbs, prepositions, and nouns?

2. What is the difference between the first idiom above and the other two idioms?

Part B: Look at the following sets of sentences. Some sentences are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. The manager put his heart and soul into his work.
2. The manager put his heart or soul into his work.
3. *The car suffered a lot of tear and wear.
4. The car suffered a lot of wear and tear.

a. How does sentence #2 differ from #1?

b. How does sentence #3 differ from #4?

With these idioms, the pair of forms can only be joined by the conjunction and. In addition, the order of the forms is fixed. The two words cannot exchange position in any situation.

The manager put his heart and soul into his work. (correct conjunction)
The manager put his heart or soul into it. (incorrect conjunction)
The car suffered a lot of wear and tear. (correct order)
The car suffered a lot of tear and wear. (incorrect order)

Set 2

1. I accomplished many odds and ends.

2. *I accomplished an odd and end.

3. These people are my flesh and blood.

4. These people are my fleshes and bloods.
a. What do sentences #1 and #2 tell you about plural nominal forms?

b. What do sentences #3 and #4 tell you about singular nominal forms?

It is also important to remember that the singular forms can never be made plural and, likewise, that the plural forms cannot be made singular.

I accomplished a lot of *odds and ends.* (correct plural form)
*I accomplished an odd and end.* (incorrect singular form)

These people are *my flesh and blood.* (correct singular form)
• These people are *my fleshes and bloods.* (incorrect plural form)

Regardless of whether the idioms were formed from verbs, prepositions, or nouns, the pairs of forms joined by *and* are considered to be real *noun forms.* This fact, along with the fact that these forms have special meanings, is why we call them idioms.
V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter which has the best meaning in the context below. No idiom is used twice as a correct answer. Be careful about the grammar rules which you have learned.

1. Tom won't buy that old car because it has too much______________ on it.
   a. ups and downs  
   b. odds and ends  
   c. wear and tear

2. My______________ were very kind to me when I was seriously ill.
   a. heart and soul  
   b. rank and file  
   c. flesh and blood

3. The criminal knows the ________________of successful robberies.
   a. part and parcel  
   b. ins and outs  
   c. ups and downs

4. Reaching a difficult agreement is a matter of ________________
   a. give and take  
   b. odds and ends  
   c. part and parcel

5. Alone in the house at night without electricity, I was on ________________
   a. heart and soul  
   b. ups and downs  
   c. pins and needles.
VI. WRITING EXERCISE

Please answer each question or statement by using each idiom in a meaningful, grammatical sentence.

1. Which of your flesh and blood do you love the most?

2. What work do you put your heart and soul into?

3. What bad actions are part and parcel of war?

4. How do people put wear and tear on their cars?

5. In what situation would you be on pins and needles?

6. What kinds of odds and ends do housewives do around the house?

7. Why are the rank and file important in any country?

8. How do psychiatrists help people who have bad ups and downs?

9. Suggest a reason why marriage is a matter of give and take.

10. Why is it important to know the ins and outs of your work or job?
Chapter 14

Adjectival Forms:

Pairs of Adjectives

<table>
<thead>
<tr>
<th>cut &amp; dried</th>
<th>fair &amp; square</th>
<th>few &amp; far between</th>
<th>free &amp; easy</th>
<th>null &amp; avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>spick-&amp;-span</td>
<td>short &amp; sweet</td>
<td>neck &amp; neck</td>
<td>up &amp; about</td>
<td>touch &amp; go</td>
</tr>
</tbody>
</table>

I. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is sued in the following sentences. Provide either a synonym or a definition. Underline the context clues which help you to guess the meaning.

1. Tom had seen the movie three times before, so the outcome was rather **cut and dried** the fourth time.______________

2. In the difficult court case, the judge's decision was **fair and square** for both sides.______________

3. It takes me a long time to save enough money for a nice vacation, so such trips are **few and far between** for me.______________

4. Workers who are not at all eager beavers have a work attitude which **free and easy**.______________
5. When the Immigration Service, learned that George's wife was not a U.S. citizen, it declared the marriage **null and void**.

6. The maid took a long time to make the dirty kitchen **spick-and span**.

7. The politician's speech was surprisingly short and **sweet**; it only lasted ten minutes.

8. Three of the race horses were **neck and neck** all the way to the finish line.

9. The 40-mile swim put a lot of wear and tear on the swimmer's body, but after a day's rest she was **up and about** as usual.

10. The heart operation was so difficult that most of the time it was **touch and go**.

Class discussion:

Decide which idioms were easy to guess and which were not. Consider the importance of context clues in your decisions.
II. DEFINITION CORRESPONDENCE

Using Exercise I help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. But sure to use context clues and to use the correct grammar forms.

cut & dried  fair & square  few & far between  free & easy  null & avoid
spick-&-span  short & sweet  neck & neck  up & about  touch & go

(without delay)  1. The chess game was ______________ because the champion beat the challenger easily.

(in good health)  2. I hope that he's________________ quickly after his serious illness ends.

(illegal)  3. Although the President made his own decision, the Supreme Court declared it______________ and said that Congress had to decide.

(honest)  4. Although I would have preferred to tell a white lie, my answer to her was very______________.

(boring)  5. I dislike any activity which is______________ because I prefer to be on pins and needles.

(uncertain)  6. The weather kept changing so our weekend plans were ______________until Saturday morning.

(very clean)  7. The Health Department expects every public restaurant to be______________.

(close together)  8. The two best runners in the track meet were ______________for most of the race.

(unworried)  9. Young people tend to have a more______________ attitude towards life than older people.

(infrequent)  10. The office worker hardly made enough money to buy groceries, so his visits to restaurants were______________.
III. EXPLANATION OF THE IDIOMS

1. cut and dried—obvious, routine, straightforward
The idiom is composed of two past participle forms, and is usually preceded by the verb be, seem, or appear; it can also be preceded by make and an object.
My weekend of steady work in the yard of my house was rather cut and dried.
Many political elections seem rather cut and dried because most politicians are full of hot air.
The repetitiveness of my job on the assembly line makes it very cut and dried.

2. fair and square—honest, straightforward
This idiom is usually preceded by the verb be, and sometimes the verbs seem and appear.
Joe is fair and square with all his friends because fairness is part and parcel of his personality.
Now that I am older, my parents' decisions appear fair and square than they did before.
The new contract settlement seemed fair and square to the rank and file in the factory.

3. few and far between—rare, infrequent
This idiom is also used most commonly with be, seem and appear, which always occur in the plural form.
Fortunately, attempts to kill U.S. Presidents are few and far between.
If ups and downs in your life seem few and far between, then you are a lucky person.

4. free and easy—unworried, carefree
Besides being used with the three common verbs mentioned above, this idiom can also precede a noun form, and in this case hyphens (-) are used.
If young people seem free and easy with their money, it's because they have a free-and-easy attitude towards life.
Playboys and the very rich tend to be free and easy about everything.
5. **null and void**—illegal, invalid.

This idiom is used with the three common verbs mentioned with the verb *declare* and an object. It always refers to some official action or decision.

If teenagers get married without parental consent, their marriage is probably **null and void**.

The appeal court declared the lower court’s decision **null and void**.

6. **spick-and-span**—very clean, very neat

This idiom is used with the three common verbs mentioned above and can also occur with *make* and an object. It refers to the cleanliness of places, not people.

The hospital operating room always has to be **spick-and-span**.

The restaurant appeared **spick-and-span** through the window, but some corners were quite dirty.

The maid was an old hand at making the house **spick-and-span** quickly.

7. **short and sweet**—without delay, brief

This idiom can be used with *be*, *or make* and an object. The word *sweet* in this idiom suggests that the shortness is preferred by someone.

I was quite relieved that the politician’s speech was **short and sweet**, and not full of hot air.

The students appreciated the fact that the teacher made the exam **short and sweet**.

8. **neck and neck**—close together, even (in a race)

This idiom can be used with the three common verbs, *be*, *seem*, and *appear*. The appropriate context would be some kind of race between people, animals, or sometimes vehicles.

The two long-distance runners were **neck and neck** in the last part of the marathon.

The two race boats seemed **neck and neck** as they rounded the final curve.

The three lions were **neck and neck** as they chased after the faster animal.
9. **up and about**—in good health; active after an illness
   This idiom is used only with the verb *be*. It refers to the ability to move around after being limited by illness or injury.
   It feels good to be **up and about** after a week of being indoors with the flu.
   The heart operation restricted him to the hospital for several weeks, but now he's **up and about** and as active as ever.

10. **touch and go**—risky, uncertain
   This idiom is used most often with *be*. It is used when the result or outcome of a situation cannot be predicted until the very end, and when a change in the situation could occur at any time.
   The peace negotiations between the two warring countries were **touch and go** until both sides were satisfied with the give and take.
   The results of the important election were **touch and go** until the last votes were in and counted.
   The serious operation was **touch and go** as new complications arose and were solved.

*Class discussion:*
Now that you have learned the meanings of the idioms and how to use them in sentences, go back to Exercise I and Exercise II and check your answers. As you do this, consider the following questions:

1. How many idioms did you guess correctly in Exercise I?
2. How much better did you do in Exercise II?
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?
IV. LEARNING THE GRAMMAR RULES

Part A

The adjectival idioms in this chapter are formed from different parts of grammar, such as prepositions, verbs, nouns, and real adjectives.

Examples:

The judge's decision was quite fair and square. (adjectives)

The heart operation was touch and go. (verbs)

The race was neck and neck all the way. (nouns)

Mary will be up and about in two weeks. (prepositions)

1. What word is used to join the two parts of each idiom? Do you think that another word could be used?

2. Which verb is most often used with these adjectival idioms?

Part B

Look at the following sets of sentences. Some sentences are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. The judge's decision was quite fair and square.

2. The judge's decision was quite fair or square.

3. The lecturer's speech was short and sweet.

4. The lecturer's speech was sweet and short.

5. The hotel's kitchen was very spick-and-span.

   a. How does sentence #2 differ from #1?

   b. How does sentence #4 differ from #3?

   c. What makes the idiom spick-and-span different from the other idioms in this chapter?
With these idioms, the pair of forms can only be joined by the conjunction **and**. In addition, the order of the forms is fixed. The two words *cannot* change position in any way.

The judge’s decision was **quite fair and square.** (correct conjunction)

* The judge’s decision was **quite fair or square.** (wrong conjunction)

The lecturer’s speech was **short and sweet.** (correct order)

The lecturer’s speech was **sweet and short.** (incorrect order)

**Set 2**

1. Our vacations were few and far between.
2. *We had few-and-far-between vacations.
3. Joe’s attitude towards work was free and easy.
4. Joe had a free-and-easy attitude towards work

a. How has the idiom in sentence #1 changed in #2?
b. What is the difference between the two idioms in the sentences above?

With some idioms in this lesson, the adjective form may be placed before the noun if hyphens (-) are used; in other cases, this is not possible.

Regardless of whether the idioms were formed from verbs, prepositions, nouns, or real adjectives, the pairs of forms are considered to be real **adjective forms.** This is one why they are called idioms.
V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter, or the previous two chapters, which has the best meaning in the context below. No idiom is used twice as a correct answer. Be careful about the grammar rules which you have learned.

1. Students usually dislike homework because often it's simply too _____________.
   a. pins and needles
   b. last straw
   c. cut and dried

2. If you're too ________________ with your money now, you'll have nothing saved for your old age.
   a. big shot
   b. free and easy
   c. spick-and-span

3. If you tell too many ________________, it will become a habit, and no one will ever believe you.
   a. white lies
   b. second thoughts
   c. fair and square

4. The ________________ on my car makes it necessary for me to sell it very cheaply-
   a. close call
   b. ups and downs
   c. wear and tear

5. I hope that the teacher doesn't declare my test ________________ because I cheated.
   a. hot air
   b. null and void
   c. last straw

6. A free-and-easy worker can never be an ________________.
   a. old hand
   b. eager beaver
   c. ins and outs
7. The close soccer game was __________ until thirty seconds before the end of the game.
   a. touch and go
   b. give and take
   c. neck or neck

8. John enjoys serious discussion more than ________________.
   a. heart and soul
   b. small talk
   c. hot airs

9. It was amazing that she was _______________ so soon after her incident.
   a. lost cause
   b. up and about
   c. spick-and-span

10. It was the ________________ when my neighbor played his stereo very loud for the fourth night in a row.
    a. part and parcel
    b. ups and downs
    c. last straw

VI. WRITING EXERCISE

Please answer each question by using the idiom in a meaningful, grammatical sentence.

1. What kinds of books do you usually find cut and dried?

2. Why should a judge be fair and square in his decisions?

3. Which of your activities are few and far between?
4. Do you put your heart and soul into your work or are you free and easy about it? Why?

5. Why are some old laws declared null and void as time passes?

6. Is your house or apartment spick-and-span or is it in average condition?

7. Why do people prefer speeches that are short and sweet?

8. Why are races more interesting if some racers are neck and neck?

9. Would you prefer to be resting in bed or would you prefer to be up and about? Why?

10. When could an international crisis be touch and go?
Chapter 16
Various Adverbial Forms

time and again  day in and day out  now and again  for now  for good
little by little  all at once  sooner or later  high and low  by and large

I. GUESSING THE MEANING FROM CONTEXT

Guess the meaning of each idiom as it is used in the following sentences. Provide either a synonym or a definition. Underline the context clues which help you to guess the meaning.

1. Even though I've tried many times to repair my car, time and again it won't start.

   

2. She never has time to take a vacation; she's busy with her work day in and day out.

   

3. My old friend used to visit me now and again on some weekends, but lately her visits have been few and far between.

   

4. For now we'll go to work by bus, but soon we'll have to buy a car for convenience.

   

730
5. John finally was able to quit smoking for good; he'll never touch another cigarette.

6. John hadn't been able to do it suddenly; he had to control his smoking desire little by little.

7. On the other hand, some people are able to quit all at once and never consider the idea of smoking again.

8. Although people would like to live forever, everyone has to die sooner or later.

9. When I lost my keys, I had to look high and low before I finally found them.

10. By and large, Tom is an easy-going person in almost everything he does.

Class discussion:

Decide which idioms were easy to guess and which were not. Consider the importance of context clues in your decisions.
II. DEFINITION CORRESPONDENCE

Using Exercise I to help you, check your guesses by choosing the correct idiom which corresponds to the definition you see on the left side. Be sure to use context clues and to use the correct grammar forms.

- time and again
- day in and day out
- now and again
- for now
- for good
- little by little
- all at once
- sooner or later
- high and low
- by and large

1. (eventually) David really doesn't want to make an all-out effort to find a job, but __________ he knows that he'll have to.

2. (everywhere) When the rainy season started, Mary had to look __________ for her umbrella, which was hidden in the back of a closet.

3. (permanently) The famous actor thinks he's so great that he'll probably be stuck-up __________.

4. (daily) I really dislike having to drive to work in the heavy rush-hour traffic __________.

5. (occasionally) __________ I take the bus to work so that I don’t have to worry about the traffic, but it takes longer!

6. (suddenly) The sun was shining just a few minutes ago, but __________ a bad storm came into the area.

7. (generally) __________, you’ll live longer if you try to be more easy-going about life.

8. (temporarily) __________ I'll have to stay at home because of my injured leg, but soon I’ll be up and about as usual.

9. (repeatedly) Some people are so full of hot air that they tell the same ideas to the same people __________.

10. (gradually) The patient’s serious condition was touch and go for quite a while, but __________ it began to improve.
III. EXPLANATION OF THE IDIOMS

1. **time and again**—repeatedly
   Related forms: over and over; again and again
   Time and again he tried to act like a big shot, but each time we ignored him.
   Bill likes to tell white lies **time and again** as excuses for his mistakes.

2. **day in and day out**—daily, continuously
   Related forms: day after day; year in and year out (for longer periods)
   Housewives who have nothing else to do watch the **same** TV shows **day in and day out**.
   I dislike my neighbours because **day in and day out** they play their stereo loudly.

3. **now and again**—occasionally
   Related forms: on occasion; once in a while; from time to time; (every) now and then; every so often; off and on; at times
   Don't confuse this idiom with **time and again**.
   **Now and again** Larry and his wife go out to dinner at an expensive, first-rate restaurant.
   It's nice for fathers to have man-to-man talks with their sons **now and again**.

4. **for now**—temporarily
   Related forms: at the moment; for the time being
   This idiom suggests that a change will occur some time soon.
   Although I have second thoughts about your plan, I'll accept it **for now**.
   **For now** we should assume that it's not a lost cause, but the situation easily might become worse.

5. **for good**—permanently, forever
   Related forms: once and for all; for keeps; from now on
   After the drunk driving arrest, Mr. Jones quit drinking **for good**.
   When Bill graduated from college, he was glad that his studies were finished **for good**.
6. little by little—gradually
Related forms: by degrees; step by step
Little by little, the foreign student improved his English abilities.
Joe's love for his girlfriend continued to increase little by little.

7. all at once—suddenly
Related forms: all of a sudden; in a flash
All at once the soldiers attacked the enemy to surprise them.
The audience in the theater laughed at the actor's mistake all at once.
All at once the rainstorm turned into a snowstorm.

8. sooner or later—eventually
Related forms: in the long run; in time; in due course
Sooner or later all big shots lose their power and become small fries.
Even if you are suffering ups and downs, things will improve sooner or later.

9. high and low—everywhere
Related forms: here and there; far and wide; far and near
Jeff had to look high and low before he could find his old high school yearbook.
The restaurant kitchen was so spick-and-span that the health inspector had to search high and low to find some dust.

10. by and large—generally
Related forms: in general; as a rule; all in all; on the whole
By and large, Americans are rather easy-going people.
I don't like sour fruit like lemons by and large.
By and large, Bill stays in bed late on the weekends.

Class discussion:
Now that you have learned the meanings of the idioms and how to use them in sentences, go back to Exercise I and Exercise II and check your answers. As you do this, consider the following questions:
1. How many idioms did you guess correctly in Exercise I?
2. How much better did you do in Exercise II?
3. Are there any idiom meanings which are still not clear to you?
4. Is there anything you have noticed about the grammatical usage of these idioms?
IV. LEARNING THE GRAMMAR RULES

Part A

The adverbial idioms and related forms in this chapter are formed from various parts of grammar, such as nouns, adjectives, prepositions, and real adverbs. Although most use the conjunction and, other forms also occur.

Examples:

He makes the same mistake time and again. (noun and adverb)
I go to work day in and day out. (nouns and prepositions)
Little by little Tom's grades improved. (adjectives and preposition)
All at once it started to rain. (adjective, preposition, and adverb)

1. How do the first two sentences differ from the second two sentences?
2. Do you think that these idioms can be put anywhere else in the sentences?

Part B

Look carefully at the following sets of sentences. Some sentences are correct and some are incorrect (*). Answer the questions by comparing the sentences.

Set 1

1. I like to go to the beach now and again.
2. *I like to go to the beach now or again.
3. Day in and day out, Bob stays at home.
4. *Day out and day in, Bob stays at home.

a. How do sentences #1 and #2 differ?
b. Where has the idiom been placed in sentence #3?
c. How does sentence #4 differ from #3?

As was the case with almost all the idioms in Section II of this book, the adverbial idioms cannot be changed in form in any way. This rule also applies to the related forms.
I like to go to the beach now and again. (correct conjunction)
*I like to go to the beach now or again. (incorrect conjunction)

Day in and day out, Bob stays at home. (correct order)
*Day out and day in, Bob stays at home. (incorrect order)

Set 2

1. I like to go to the beach now and again.
2. *I like to go now and again to the beach.

a. In sentence #2, where has the idiom been placed? Where should it be placed?
b. How is the idiom high and low different from the other idioms in this chapter?

Because each adverbial idioms is composed of more than one word, it is almost never placed anywhere in the middle of a single sentence; the normal positions are either at the beginning or at the end of a sentence or clause.

I like to go to the beach now and again. (correct position)
Now and again I like to go to the beach. (correct position)
*I like to go now and again to the beach. (incorrect position)
For now Tom wants to save his money. (correct position)
*Tom wants to save for now his money. (incorrect position)

The exception to the rule is the idiom high and low, as well as its related forms, which can occur in the middle of a sentence; after the verbs search and look.

Jim looked for his book high and low. (correct position)
Jim searched high and low for his book. (correct position)
V. MULTIPLE-CHOICE EXERCISE

Choose the idiom from this chapter, or the previous four chapters, which has the best meaning in the context below. No idiom is used twice as a correct answer. Be careful of the grammar rules which you have learned.

1. Ted is more than__________; he's basically just very lazy.
   a. narrow-minded
   b. easy-going
   c. easy and free

2. Wouldn't it be nice if we could eliminate all war and violence__________.
   a. for now
   b. for good
   c. time and again

3.__________, there are more similarities between various people of the world than there are differences.
   a. By and large
   b. Sooner or later
   c. Odds and ends

4. I'm surely glad that hurricanes and earthquakes are__________.
   a. high and low
   b. few & far between
   c. all at once

5. An eager beaver will work very hard__________.
   a. all-out
   b. day in and day out
   c. now and again

6.__________, must be part and parcel of all business and political negotiations.
   a. Give and take
   b. Pins and needles
   c. By and large
7. The Judge declared the new law ___________ because it was discriminatory.
   a. null and void
   b. all at once
   c. cut and dried

8. Little by little my car is receiving ___________ because I drive it to work day in and day out.
   a. odds and ends
   b. lost cause
   c. wear and tear

9. Are you being ___________ when you insist on such a narrow-minded decision?
   a. last straw
   b. clear-cut
   c. fair and square

10. At first I accepted his suggestion, but later I had ___________ about it.
    a. second thoughts
    b. heart and soul
    c. small talk
VI. WRITING EXERCISE

Please answer each question by using the idiom in a meaningful, grammatical sentence.

1. Why is it necessary to study vocabulary time and again?

2. Why is it bad to work hard day in and day out?

3. What activity do you enjoy doing now and again?

4. What is your main goal in life for now?

5. What world problems should be eliminated for good?

6. Why are all languages changing little by little?

7. When might a person have to stop his car all at once?

8. What bad habit would you like to stop sooner or later?

9. Have you ever had to look high and low for something? Where did you find it?

10. By and large, what kinds of friends do you like to have?
Chapter 38

Phrasal Verbs

362 Introduction

A. In modern English it is very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meanings:

- give away = give to someone / anyone
- give up = abandon (a habit or attempt)
- look after = take care of
- look for = search for, seek
- look out = beware

The student need not try to decide whether the combination is verb + preposition or verb + adverb, but should consider the expression as a whole.

It is also important to learn whether the combination is transitive (i.e. requires an object) or intransitive (i.e. cannot have an object):

- **look for** is transitive: *I am looking for my passport.*
- **look out** is intransitive: *Look out! This ice isn’t safe!*

Each of the combinations given in the following pages will be marked 'tr' (=transitive) or 'intr' (= intransitive), and the examples of the use of each will help to emphasize this distinction.

Note that it is possible for a combination to have two or more different meanings, and to be transitive in one/some of these and intransitive in others. For example, take **off** can mean 'remove'. It is then a transitive expression:

- *He took off his hat.*

**take off** can also mean 'rise from the ground' (used of aircraft). Here it is intransitive:

- *The plane took off at ten o’clock.*
B. Transitive expressions: the position of the object

Noun objects are usually placed at the end of these expressions:

I am looking for my glasses.

With some expressions, however, they can be placed either at the end or immediately after the verb, i.e. before the short word. We can say:

He took off his coat or He took his coat off.

Pronoun objects are sometimes placed at the end of the expression:

I am looking for them.

But they are more often placed immediately after the verb:

He took it off.

This position is usual before the following short words: up, down, in, out, away, off and on (except when used in the expression call on = visit).

Examples given of the use of each expression will show all possible positions of noun or pronoun objects in the following way:

I’ll give this old coat away. (give away this old coat / give it away)

i.e. with this expression the noun object can come before or after the away; the pronoun object must come before the away. When only one example is given the student may assume that the pronoun object has the same position as the noun object.

C. When these expressions are followed by a verb object the gerund form of the verb is used:

He kept on blowing his horn.

Where gerunds are usual this will be shown by examples.

Note that some expressions can be followed by an infinitive:

It is up to you to decide this for yourself.

Some of the younger members called on the minister to resign.

The lecturer set out to show that most illness were avoidable.

Go on can be followed by either infinitive or gerund but there is a considerable difference in meaning.
363 Verb + preposition / adverb combinations

account

account for (tr) = give a good reason for, explain satisfactorily (some action or expenditure):

A treasurer must account for the money he spends.
He has behaved in the most extraordinary way; I can't account for his actions at all; I can't account for his behaving like that.

allow

allow for (tr) = make provision in advance for, take into account (usually some additional requirement, expenditure, delay etc.):

It is 800 kilometres and I drive at 100 k.p.h, so I'll be there in eight hours.
- But you'll have to allow for delays going through towns and for stops for refuelling.
Allowing for depreciation your car should be worth $2,000 this time next year.

answer

answer back (intr), answer somebody back = answer a reproof impudently:

FATHER: Why were you so late last night? You weren't in till 2 a.m.
SON : You should have been asleep.
FATHER: Don't answer me back. Answer my question.

ask

ask after / for somebody = ask for news of:

I met Tom at the party; he asked after you. (asked how you were / how you were getting on)

ask for

(a) = ask to speak to:

Go to the office and ask for my secretary.

(b) = request, demand:

The men asked for more pay and shorter hours.
ask someone in (object before in) = invite him to enter the house:

*He didn’t ask me in; he kept me standing at the door while he read the message.*

ask some one out (object before out) = invite someone to an entertainment or to a meal (usually in a public place):

*She had a lot of friends and was usually asked out in the evenings, so she seldom spent an evening at home.*

back

back away (intr) = step or move back slowly (because confronted by some danger or unpleasantness):

*When he took a gun out everyone backed away nervously.*

back out (intr) = withdraw (from some joint action previously agreed on), discontinue or refuse to provide previously promised help or support:

*He agreed to help but backed out when he found how difficult it was.*

back somebody up = support morally or verbally:

*The headmaster never backed up his staff. (backed them up) If a parent complained about a teacher he assumed that the teacher was in the wrong.*

be

be against (tr) = be opposed to (often used with gerund):

*I’m for doing nothing till the police arrive. /I’m against doing anything till the police arrive.*

be away (intr) = be away from home / this place for at least a night.

be back (intr) = have returned after a long or short absence:

*I want to see Mrs. Pitt. Is she in? -
No, I’m afraid she’s out at the moment or
No, I’m afraid she’s away for the weekend. -
When will she be back? -
She ’ll be back in half an hour /next week.*

be for (tr) = be in favour of (often used with gerund).

be in (intr) = be at home / in this building.
be in for (tr) = be about to encounter (usually something unpleasant):

Did you listen to the weather forecast? I'm afraid we're in for a bumpy flight.

If you think that the work is going to be easy you're in for a shock.

be over (intr) = be finished:

The storm is over now; we can go on.

be out (intr) = be away from home / from this building for a short time - not overnight.

be up (intr) = be out of bed:

Don't expect her to answer the doorbell at eight o'clock on Sunday morning. She won't be up.

be up to (tr) = be physically or intellectually strong enough (to perform a certain action). The object is usually it, though a gerund is possible:

After his illness the Minister continued in office thought he was no longer up to the work / up to doing the work

be up to something / some mischief / some trick / no good = be occupied or busy with some mischievous act:

Don't trust him; he is up to something / some trick

The boys are very quiet. I wonder what they are up to.

Note that the object of up to here is always some very indefinite expression such as these given above. It is never used with a particular action.

it is up to someone (often followed by an infinitive) = it is his responsibility or duty:

It is up to the government to take action on violence.

I have helped you as much as I can. Now it is up to you. (You must continue by your own efforts).

bear

bear out (tr) = confirm:

This report bears out my theory. (bears my theory out / bears it out)

bear up (intr) = support bad news bravely, hide feelings of grief:
The news of her death was a great shock to him but he bore up bravely and none of us realized how much he felt it.

**blow**

**blow out** (tr) = extinguish (a flame) by blowing:

*The wind blew out the candle.*  
*(blew the candle out/blew it out)*

**blow up** (tr or intr)

a) = destroy by explosion, explode, be destroyed:

*They blew up the bridges so that the enemy couldn’t follow them.*  
*(blew the bridges up/blew them up)*

*Just as we got to the bridge it blew up.*

b) = fill with air, inflate, pump up:

*The children blew up their balloons and threw them into the air.*  
*(blew the balloons up/blew them up)*

**boil**

**boil away** (intr) = be boiled until all (the liquid) has evaporated:

*I put the kettle on the gas ring and then went away and forgot about it.*  
*When I returned, the water had all boiled away and the flame had burnt a hole in the kettle.*

**boil over** (intr) = to rise and flow over the sides of the container (used only of hot liquids):

*The milk boiled over and there was a horrible smell of burning.*

**break**

**break down** figures = take a total and sub-divide it under various headings so as to give additional information:

*You say that 10,000 people use this library. Could you break that down into age-groups?* (say how many of these are under 25, over 50 etc.)

**break down** a door etc. = cause to collapse by using force:

*The firemen had to break down the door to get into the burning house.*  
*(break the door down / break it down)*
break down (intr) = collapse, cease to function properly, owing to some fault or weakness:

a) Used of people, it normally implies a temporary emotional collapse:

   He broke down when telling me about his son's tragic death. (He was overcome by his sorrow; he wept.)

b) It can express collapse of mental resistance:

   At first he refused to admit his guilt but when he was shown the evidence he broke down and confessed.

c) When used of health it implies a serious physical collapse:

   After years of overwork his health broke down and he had to retire.

d) It is very often used of machines:

   The car broke down when we were driving through the desert and it took us two days to repair it.

e) It can be used of negotiations:

   The negotiations broke down (were discontinued) because neither side would compromise.

break in (intr), break into (tr)

a) = entry by force:

   Thieves broke in and stole the silver.
   The house was broken into when the owner was on holiday.

b) = interrupt someone by some sudden remark:

   I was telling them about my travels when he broke in with a story of his own.

break in (a young horse / pony etc.) (tr) = train him for use:

   You cannot ride or drive a horse safely before he has been broken in.

break off (tr or intr) - detach or become detached:

   He took a bar of chocolate and broke off a bit. (broke a bit off / broke it off)
   A piece of rock broke off and fell into the pool at the foot of the cliff.
break off (tr) = terminate (used of agreements or negotiations):

Ann has broken off her engagement to Tom. (broken her engagement off/broken it off).

break off (intr) = stop talking suddenly, interrupt oneself:

They were in the middle of an argument but broke off when someone came into the room.

break out (intr)

a) = begin (used of evils such as wars, epidemics, fires etc.):

War broke out on 4 August.

b) = escape by using force from a prison etc.:

They locked him up in a room but he broke out. (smashed the door and escaped)

The police are looking for two men who broke out of prison last night.

break up (tr or intr) = disintegrate, cause to disintegrate:

If that ship stays there she will break up / she will be broken up by the waves.

The old ship was towed away to be broken up and sold as scrap.

Divorce breaks up a lot of families. (breaks families up/breaks them up)

break up (intr) = terminate (used school terms, meetings, parties etc.):

The school broke up on 30 July and all the boys went home for the holidays.

The meeting broke up in confusion.
APPENDIX 6.B. II
A PRACTICAL ENGLISH GRAMMAR:
EXERCISE BOOK 2 : (SELECTED) EXERCISES
(NOS. 97,98,105,109)

Verb + preposition / adverb combinations

97 Combinations with get and be

Put in the correct prepositions or adverbs.

1. Is Mary in?
   No, she's ______ and won't be ______ till nine o'clock.

2. What shall we do now?
   I'm ______ keeping quiet and saying nothing.

3. If you got ______ your work instead of talking you'd be finished in half the time.

4. He promised to act as chairman, so I'm afraid he can't get ______ it now.
   There's no one else to do it.

5. She wants to do all the work herself but I don't think she is ______ it.

6. He leaves his car at a parking meter for over two hours and always gets ______ it. When I do that, I am fined.

7. I don't think they'll be ______ yet. It's only five o'clock in the morning.

8. They didn't want the news of their engagement to get ______ till it was officially announced.

9. The office closes early on Fridays and we get ______ at five o'clock instead of six.

10. If you don't give the children something to do, they'll be ______ some mischief.

11. The car stopped in front of the bank messenger and two men with guns got ______

12. She is a friendly girl who gets ______ everyone she meets.
13. As soon as the examinations are we are going away on holiday.
14. It took her a long time to get the death of her husband.
15. We usually get a play among ourselves at the end of the term.
16. I'm going to Berlin on business and I shall be for a week.
17. Tom hasn't been working; he won't get his examinations.
18. The police knew he had committed the crime but he got as there was not enough evidence against him.
19. Shall I marry him?
   Well it is you. I can't very well decide for you.
20. I tried to ring him up but I couldn't get; I think some of the lines are down after last night's storm.
21. She talks so much that it is difficult to get from her.
22. Why not have your operation at once and get ?
23. He got his bicycle to pick up his pump.
24. Mary wants to study medicine but she is not very clever. I don't think she is it.
25. The train was delayed and only got at midnight.
26. When winter is I am going to have the house painted.
27. If you don't get I'll send for the police. (leave)
28. I am doing the washing up first and watching TV afterwards.
29. Get the bus at Victoria Station.
30. How are you getting with your work?
31. I don't think she is the level of the rest of the class.
32. I left my umbrella in the bus but I got it from the Lost Property Office.
33. I am not getting very fast because I can only type with two fingers.
34. The dog got a string of sausages from the butcher's.
35. We got late because we had to walk.
36. Don't worry about my snake. He can't get his box.
Put in the correct prepositions or adverbs.

1. He wanted to talk to me but I kept ________ working and refused to listen.

2. She is a good secretary but she is kept ________ by her ignorance of languages.

3. The country was in a state of rebellion and was only kept ________ by repressive measures.

4. Look ________ the baby while I am out.

5. She kept the children ________ all day because it was so wet and cold.

6. You must look ________ and make plans for the future.

7. 'Keep ________!' he said. 'Don't come any nearer.'

8. If you look ________ it carefully you will see the mark.

9. I told the children to keep ________ the room that was being painted.

10. Looking ________, I see now all the mistakes I made when I was younger.

11. I have started getting up at five a.m. to study but I don't know if I can keep this ________

12. He had an unhappy childhood and he never looks ________ on it with any pleasure.

13. The man walked so fast that the child couldn't keep ________ him.

14. She looked ________ to see who was following her.

15. There were so many panes of glass broken that the windows couldn't keep ________ the rain.

16. I've been looking ________ a cup to match the one I broke.

17. Look ________ me at the station. I'll be at the bookstall.

18. Look ________! You nearly knocked my cup out of my hand.
19. He was kept in his research by lack of money.

20. Tom is looking his first trip abroad. (expecting with pleasure)

21. Look on your way home and tell me what happened.

22. Before putting any money into the business, we must look very carefully the accounts.

23. I look her as one of the family.

24. My windows look the garden.

25. He asked me to look the document and then sign it.

26. He looked the book to see if he had read it before.

27. If you can afford a new car your business must be looking.

28. You can always look her address in the directory if you have forgotten it.

29. He looked me and before he condescended to answer my question.

30. I am looking seeing your new house.

31. Children have a natural inclination to look their parents.

32. You will see I am right if you look the matter from my point of view.

33. He looks me because I spend my holidays in Blackpool instead of going abroad.

34. If he doesn't know the word he can look it in a dictionary.

35. The crowd looked while the police surrounded the house.

36. Since our quarrel she looks me whenever we meet.
105  Mixed combinations

Put in the correct prepositions or adverbs.

1. Blow ............... the candles on the cake before you cut it.

2. He used to be very shy but he has grown ............... it now.

3. After the war, many warships were laid ............... as they were not needed any longer.

4. Don't let him order you ............... like that; he's not your employer.

5. I can pay ............... the money you lent me after I've been to the bank.

6. Applications for the job must be sent ............... before next Wednesday.

7. The fireworks factory was practically wiped ............... by the explosion.

8. We must keep on working; it's too soon to sit ............... 

9. They blew ............... the railway line to prevent the transport of enemy troops.

10. He wanted to ask her to marry him but he was too shy to do it at once. He led ............... it by saying he often felt lonely.

11. I had to send ............... an electrician to mend the switch.

12. After nursing the whole family when they had 'flu she was completely worn ............... 

13. My nephew wants to be an explorer when he grows ............... 

14. The house stood ............... in the dull street because of its red door.

15. After the owner's death the business was wound ............... and the shop sold.

16. The little girl couldn't blow ............... the balloon.

17. Children's clothes have to be strong to stand ............... hard wear.

18. As soon as the decorators have finished work in my new house, I shall move ............... 

19. He was laid ............... for six weeks with two broken ribs.
20. The idea has gradually grown that the State should look after every citizen from the cradle to the grave.

21. They always lay a large supply of tinned food in winter in case they are snowed up.

22. You can't move into this flat till I move.

23. He thinks I broke his window and threatens to pay me for it.

24. I asked the hotel to send any letters which came after I had gone.

25. BBC stands British Broadcasting Corporation.

26. The inscription on the tombstone had been worn by the weather and could scarcely be read.

27. Shall we sit this dance? I'm feeling rather tired.

28. My shoes wear very quickly since I started walking to the office.

29. As soon as my new house is finished I shall start laying the garden.

30. On a touring holiday you can move to a new place every day if you want to.

31. The lifeboat is standing in case it is necessary to take off the crew of the damaged ship.

32. Don't sit for me. I shall probably be back very late.

33. New shoes are not very comfortable until the first stiffness has worn.

34. She was the only one to stand me. No one else said anything in my defence.

35. He was sent from the university because he kept breaking the regulations.

36. The strike was called when the management agreed to the strikers' demands.
Substituting verb + preposition/adverb combinations for other expressions

Replace the underlined words or phrases by phrasal verbs. Some of the sentences may sound awkward as they stand.

1. Can he give a good explanation for his extraordinary behaviour?

2. He mended the tyre of his bicycle and then filled it with air.

3. They were having a violent quarrel but stopped suddenly when I came in.

4. The meeting was cancelled because of the flu epidemic.

5. If you refuse to perform my orders you'll be dismissed.

6. I don't think you can overtake them; they left two hours ago.

7. Sherlock Holmes was often able to solve a mystery without leaving his rooms in Baker Street.

8. I found a five-pound note by chance in the street. What should I do with it?

9. If my scheme had succeeded, I should have made a profit of a thousand pounds.

10. He recovered consciousness when the doctor had applied artificial respiration.

11. The road safety campaign had succeeded in reducing road deaths by 10 per cent.

12. Three thousand students are candidates for the examination every year but very few pass.

13. He tried to alight from the bus while it was still moving and was badly hurt.

14. My sister promised to sing at the concert and though she doesn't want to now, she can't free herself from the obligation.

15. They announced the names of the winning horses on the radio.

16. If cigarettes get any dearer, I shall have to abandon the habit of smoking.

17. Prices always increase; they never become less.
18. The police investigated the case very thoroughly but finally said there was no suspicion of foul play.

19. He started his journey in a great hurry.

20. He needs more exercise; he should start playing tennis.

21. It is difficult to train children well.

22. The train was delayed by fog and arrived late.

23. I waited for her for ages but she didn't come.

24. She is good at languages. She learnt Spanish without effort, in a few months.

25. It is your responsibility to make a success of your own life. (It is . . . you, etc.)

26. Anyone who was offered a chance like that would accept it with enthusiasm.

27. Don't walk on the grass.

28. He dictated so quickly that his poor secretary couldn't go as fast as he did.

(couldn't . . . . . . him.)

29. I hit him so hard that he fell unconscious.

30. If I don't punish you this time, will you promise never to do it again?

31. She was very upset over her failure but now she is recovering from it.

32. You mustn't omit the difficult sentences; do them all.

33. She kept asking me all the difficult words instead of searching for them in a dictionary.

34. I took the children to the zoo today to compensate for the party they missed yesterday.

35. Students of English often confuse the words ‘lie’ and ‘lay’.

36. He swore to revenge himself on me for the wrong I had done him.
Agreeing or disagreeing

Meetings in our office are always the same. Bill was suggest some crazy new scheme and Karen will go along with whatever it is, even if she doesn't quite believe in it. The rest of us will divide naturally into two groups: those who side with Bill and those who are against him. Julia usually falls in with Bill's ideas fairly quickly, knowing that it's pointless to argue as he usually wins in the end. Both Bill and Karen argue very persuasively and can talk the others round in no time at all. Barbara is always the last to give in, and even then she does so very reluctantly. Secretly, I sympathize with her. I have nothing against Bill, I just don't see why he should get his own way all the time!

**agreeing**

**go along with**
to support an idea, or to agree with someone's opinion

**side with**
to support a person or group in an argument

**go with** *slightly informal*
to accept a plan or an idea, or to support the person whose ideas you agree with

**believe in**
to think that something is effective and right

**fall in with**
if you fall in with an idea or plan, you agree with it or accept it

**settle on / upon**
to agree on a decision
agreeing after disagreeing

come around / round
to agree to a plan or idea that you were against, after thinking about it for a long time or being persuaded by other people that it is good

give in
to finally agree to what someone wants after a period when you refuse to agree

cave in
to agree to something you were against before, after someone has persuaded you or threatened you

persuading someone to agree

bring around / round

talk around / round British & Australian
to persuade someone to agree with you or to do what you want them to do

bring over to
to persuade someone to agree with you

win around / over / round
to persuade someone to support you or to agree to do something often when they did not agree with you before

disagreeing

have against
to dislike or disagree with someone or something for a particular reason

frown on / upon
to believe that something is wrong and that you should not do it

quarrel with
to disagree with an idea, statement, or decision

turn against
to decide not to like or agree with someone or something, or to make someone do this
*Computers*

Instructions for using your computer:

First make sure the computer is **connected up** correctly, then **switch it on**. If you are on a network, you will need to **log in** before you can enter the system. To do this, **type in** your name and your password. If you are **keying in** data, make sure that you save it regularly, and always **backup** your files at the end of each day. You might also want to **print out** a copy of your work. When you have finished, **log out** and **switch off** your machine.

**Starting and finishing**

**Connect up**

to join something [e.g. telephone, computer] to the main supply of power or to the main system

**Boot up**

If a computer boots up, or if someone boots a computer up, it is turned on so that it is ready to use

**Power up American**

If a computer powers up, or if someone powers a computer up, it is turned on so that it is ready to use

**Switch on**

to turn on a an electrical device by using a switch

**Switch off**

to turn off an electrical device by using a switch

**Log in / into**

**Log on / onto**

to put your name into a computer so that you can start using it

**Log off**

to finish using a computer system

**Shut down**

if a machine shuts down, or someone shuts it down, it stops operating
**working on the computer**

**key in / into**

to put information into a computer using a keyboard

**type in / into**

to put information into a computer using a keyboard

**type out / up**

to produce a copy of something you have written by typing it into a computer or by using a typewriter

**back up**

to make a copy of computer information so that you do not lose it

**print out**

to produce a printed copy of a document that has been written on a computer

**hack into**

to get into someone else's computer system without permission in order to look at information or do something illegal

**problems**

**go down**

if a computer goes down, it stops working

**wipe out**

to remove information stored on part of a computer [esp. memory, hard disk]
APPENDIX 6.C. II
CAMBRIDGE INTERNATIONAL DICTIONARY OF PHRASAL VERBS
SELECTED Exercises: 1-6

1a Choose the correct meaning from the words in the box.

1. **blow up**
   - explode
   - arrive
   - stop

2. **put up with**
   - build
   - expect
   - tolerate

3. **call off**
   - cancel
   - change
   - fail

4. **egg on**
   - separate
   - encourage
   - complain

5. **pass away**
   - rest
   - die
   - destroy

1b Put the phrasal verbs from question 1a into the gaps in the sentences below. Use each phrasal verb once only.

1. The other children stood watching him as he climbed and _________ him _________.

2. I really can't _________ this situation any longer.

3. Sadly, old Mrs Lockwood _________ last week.

4. Terrorists had threatened to _________ the army headquarters.

5. The meeting was _________ due to lack of interest.
2. Match the remarks on the left with the responses on the right.

1. Did you hear how much Tim paid for his bike?
   a. Yes, and I think he was brought up by his grandmother.
2. Should I cook dinner tonight?
   b. Yes, I think he's been ripped off.
3. His parents both died when he was very young, didn't they?
   c. No, I think we should eat out for a change.
4. I've decided I just don't want to do this job any more.
   d. Well, it's Saturday tomorrow to you can lie in for as long as you like.
5. I'm so tired! I've been up at 6 o'clock every morning this week.
   e. But you can't just pack it in. You need the money.

3. Which word can be used with the phrasal verbs below?

<table>
<thead>
<tr>
<th>Problems</th>
<th>shoes</th>
<th>anger</th>
<th>$30</th>
<th>business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistake</td>
<td>hotel</td>
<td>essay</td>
<td>father</td>
<td>taxi</td>
</tr>
</tbody>
</table>

1. wear out __________
2. set up __________
3. face up to __________
4. flag down __________
5. check into __________
6. bottle up __________
7. rub out __________
8. take after __________
9. hand in __________
10. fork out __________
4. Put the correct preposition into the gaps in the sentences below.

| over | with | to | on | with |

1. **fall out**
   
   I can't believe they fell out ___________ who was going to do the washing up.

2. **fall out**
   
   Janek had fallen out ___________ Peter, his best friend.

3. **own up**
   
   If I've done something wrong, I always own up ___________ it.

4. **break up**
   
   What made him break up ___________ her? They always seemed so happy together.

5. **miss out**
   
   She was injured and so would miss out ___________ her chance to play in the final.

5. **Put the correct particles into the empty bubbles.**
6 a. Choose the correct meaning from the words in the box

1. dream up
   1. Believe  think of  pretend

2. keep on
   continue escape refuse

3. split up
   manage stop separate

4. polish off
   finish wait kill

5. talk into
   introduce survive persuade

6 b. Put the phrasal verbs from question 6a into the gaps in the sentences below.

Use each phrasal verb once only.

1. He was always____________________new ideas for making money.

2. He____________________a huge lunch and was still hungry.

3. I never let a salesman____________________me____________________buying
   anything I don’t really want.

4. She just____________________asking until he gave her an answer.

5. They were the type of couple people thought would never____________________

Anger

'What's wrong?' asked Claire. 'You've been like a bear with a sore head all morning'. 'I've had it up to here,' I replied. 'I've got three reports to write by five o'clock, and if I don't finish them on time, Bill's going to hit the roof. I've already put his back up by refusing to work late, and he's likely to blow a fuse if I don't get this job done.' Just then, the phone rang. It was the managing director asking me if I would help show some clients around the office. This was the second time she'd asked me and, although it was a pain in the neck, I had to agree because she was the one person I didn't want to rub up the wrong way. Two hours later, I was still busy. As we reached my department, Claire came running up to me. 'Where've you been?' she whispered. 'Bill's on the warpath because you haven't done those reports yet.' At that moment, he appeared by the door, with a face like thunder. He was just about to let rip when he saw the managing director standing next to me. 'Hello, Bill,' she said. 'Let me introduce you to some very important clients.'

being angry

hit the ceiling/roof informal to become very angry and start shouting
blow a fuse informal
to become very angry and shout or behave in a violent way
be on the warpath humorous
to be looking for someone you are angry with in order to speak angrily to them or punish them
a face like thunder
a very angry expression
have/throw a fit informal
go spare informal
to become very angry
fly off the handle _informal_
to react in a very angry way to something someone says or does

have had it (up to here) _informal_
to be so angry about something that you do not want to continue with it or think about it any more

be fed up to the back teeth _British & Australian, informal_
to be angry because a bad situation has continued for too long or a subject has been discussed too much

making someone angry

get/put sb's back up _informal_
to do or say something which annoys someone

rub sb up the wrong way _British & Australian_

rub sb the wrong way _American_ to annoy someone without intending to

ruffle sb's feathers: to make someone annoyed

be a pain in the neck _informal_
to be very annoying

drive/send sb round the bend _informal_
to make someone very angry, especially by continuing to do something annoying

talking angrily to someone

let rip
to suddenly express your emotions without control

give sb an earful _informal_
to tell someone how angry you are with them

being in a bad mood

be like a bear with a sore head _British & Australian_
to be in a bad mood which causes you to treat other people badly and complain a lot

get out of bed on the wrong side
to be in a bad mood and be easily annoyed all day
Business

Richard had always been determined to make it in business. After leaving school, he set up a stall in the market selling cheap CDs and cassettes and was soon doing a roaring trade. Being a big fish in a small pond was not enough for him, however. He knew that if he wanted to be a big shot in the business world, he needed to stay ahead of the pack. Over the next few years, he opened eight shops in the area and became known as a hard-nosed businessman who drove a hard bargain. Even when other companies were going to the wall, he kept going. He’s now one of the most successful business people in the region, but unlike some fat cats, he supports a lot of local charities and looks after his staff well. He often says he’d like to retire soon, but I can’t see him hanging up his hat just yet - he loves his job too much.

succeeding in business

make it
to be successful, especially in a job

be ahead of the pack
to be more successful than other people who are trying to achieve the same things as you

corner the market
to become so successful at selling or making a particular product that almost no one else sells or makes it

successful people

a big shot informal
an important or powerful person in a group or organization

a big fish in a small pond
one of the most important people in a small organization who would have much less power and importance if they were part of a larger organization

a fat cat informal
an impolite way of referring to someone who is very rich and powerful

a high-flier
someone who is very successful at their job and soon becomes powerful or rich
stopping work
hang up your hat
to leave your job for ever

a golden handshake

a large sum of money which is given to someone when they leave a company, especially if they are forced to leave

doing business

drive a hard bargain

to demand a lot or refuse to give much when making an agreement with someone

cut a deal *American*

to make an agreement or an arrangement with someone, especially in business or politics

run a tight ship

to control a business or other organization firmly and effectively

hard-nosed

practical and determined

making money

do a roaring trade *British & Australian*

to sell a lot of goods quickly

make a killing *informal*

to earn a lot of money very easily

a money-spinner *British & Australian*

a business or product that makes a lot of money for someone

behaving dishonestly

be on the make

trying to get money or power in a way that is not pleasant or honest

cook the books *informal*

to record false information in the accounts of an organization, especially in order to steal money

have your fingers/hand in the till

to steal money from the place where you work.

(CUP International Dictionary of Idioms: pp.440-441)
APPENDIX 6.d. II

CAMBRIDGE INTERNATIONAL DICTIONARY OF IDIOMS
SUPPLEMENTARY MATERIALS: SELECTED EXERCISES: 1 - 8

1. Matching meanings

What do idioms 1-5 mean? Choose the correct meaning from the list a - e.

1. try your hand at  a. be happy
2. over the moon  b. be nervous
3. get the message  c. to admire
4. be on tenterhooks  d. to try
5. take your hat off to  e. to understand

2. Put the idioms from exercise 1 into the gaps in the sentences below.
Remember to use the correct form of the verbs.

1. He was ____________________ when his son was born.
2. There's no need to keep explaining. We've______________________ .
3. Everyone in the court___________________ as they waited for the verdict.
4. Fire crews do a wonderful job. You really have to___________________ them.
5. I thought I might___________________ pottery.

3. Idioms for opinions

Match the remarks on the left with the responses on the right.

1. Dad, I’ve decided to hitchhike to Moscow.  a. He’s made his bed and he’ll have to lie on it.
2. She thinks Tom’s really handsome.  b. Well, it’s about time she put her money where her mouth is.
3. His money’s all gone now and he has nowhere to live.  c. Over my dead body!
4. I asked her to turn the music down and she just laughed at me.  d. Oh well, beauty is in the eye of the beholder.
5. She’s always telling us to help the poor.  e. She’ll be laughing on the other side of her face when I tell her father.
4. British and American English

Some idioms have different forms in British and American English. What is the American equivalent for each of these British idioms?

1. be left holding the baby
2. have green fingers
3. throw a spanner in the works
4. be all fingers and thumbs
5. blow your own trumpet

5. Idioms using parts of the body

In these idioms, the missing word in the idiom is a part of the body. Fill in the missing words.

1. To get to the house, turn left by the church and follow your_____________
2. I don’t know why I bother giving her advice. It goes in one _______________ and out the other.
3. He’s been on several TV shows, shooting his_______________ off about the royal family.
4. Peter and I got off on the wrong_____________ because of a silly disagreement over who should make the coffee.
5. We were really busy, but Stefan didn’t lift a_____________ to help.

6. Comparisons: As .. as ..

These sentences contain comparisons using as (+adj) as (+noun). Fill in the missing words.

1. Chain your bike to the railings. It’ll be as safe as______________.
2. When he saw the gun he turned as white as a______________.
3. It hasn’t rained for weeks. The soil is as______________ as a bone.
4. The children have been as good as______________ this morning.
5. I’ve mended this chair. It’s as______________ as a rock now.
7. **Prepositions**

Choose the correct preposition from the box to fill in the gaps in the sentences below.

```
from    with    at
about   for
```

1. She tips the scales_________________________an enormous 310 pounds.
2. They are waiting to get the green light________________________the surveyor before they begin building work.
3. The company made a pitch________________________a multi-million dollar contract.
4. He was bending my ear________________________the importance of good grammar.
5. Aggressive behaviour goes hand in hand________________________low self-esteem.

8. **Similes: verb + like + noun**

These sentences contain verb comparisons using a verb + like + noun. Fill in the missing words.

1. When England lost the World Cup he________________________like a baby.
2. Make sure you cook plenty of food. Derek________________________like a horse.
3. After all that fresh air, I'll sleep like a________________________tonight.
4. When he gets angry, he swears like a________________________.
5. Her speech was long and boring. It________________________like a lead balloon.

(CUP International Dictionary of Idioms: pp.456-459)
AWAY

Below are the two most important meanings of AWAY and one group of other meanings. In all 16 phrasal verbs have been selected.

Under each of the headings you will see a list of the phrasal verbs which you are going to practise. Some verbs appear more than once, as many phrasal verbs have more than one meaning.

You can write other phrasal verbs with the same meaning in the space provided. Use a dictionary if necessary

A. Withdrawing and Separating
   - break away
   - get away
   - give away
   - keep away
   - run away
   - take away

B. Disappearing and
   - do away with
   - explain away
   - fade away
   - pass away
   - throw away

C. Other meanings
   - get away with
   - hide away
   - put away
   - work away
   - write away
A. Withdrawing and Separating

break away  get away  give away  keep away  run away  take away

Two United Party senators broke away to form the Federal Party.

His father had thought it would be good for his character to get away from home and earn some money on his own.

I could not decide whether to keep the money he left me or give it away.

It would be better to keep away and not attempt to enter the city until she knew what was happening there.

I was frightened and I ran away from my mother and she ran after me and coaxed me to come back.

They took my name and address, took away all my possessions, and sent me down to the cells.

'Look - if you have five pocket calculators and I take two away, how many have you got left?'

1. Match the sentences and phrases on the left with those on the right.

1. I had to get away.  
2. I think of the new boy who ran away.  
3. She has given away jewellery  
4. The more you keep away from the shops,  
5. These men wanted to help them keep their land,  
6. I had accepted his offer because I wanted to break away -

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2. Choose the best alternative from the phrasal verbs given to fill in the space provided.

1. Panic overcame Tim now and he turned and began to try to run away across the rocks.
   take away run away keep away

2. The best thing that you can do to avoid a cold is to keep away from anyone who has one.
   give away break away keep away

3. Fontaine broke away and founded the shortlived Nationalist Party.
   broke away look away gave away

4. I took away the knife from him. I don't know how.
   broke away gave away took away

5. 'Could you break away early next week though?' 'Yes, that would be okay.'
   break away get away take away

3. Write the correct form of the appropriate phrasal verb in the space provided.

1. You should always keep animals away from the kitchen.

2. France's plan to give away 30 million electronic telephone directories...

3. She let herself out and raced down the stairs and ran along the road.

4. Another group broke away from the Labour Party the following year.

5. Let's go out for a walk to take away from it all.

6. She had taken away the children with her to her parents' house.
**Bad Jokes**

4. Find the logical ending for each of the jokes beginning on the left.

1. Waiter, this soup isn't fit for a pig.   A. You should have seen the one that got away!

2. What did the fisherman say when he caught a bus?   B. Take away the 't' and it becomes eatable.

3. How can you make a tea table into a meal?   C. Take away their credit cards.

4. How do you stop a herd of elephants from charging?   D. The police made him bring it back.

5. What happened to the little boy who ran away with the circus?   E. Sir, would you like me to take it away and bring you some that is?

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**A. Disappearing and Making this disappear**

do away with explain away fade away pass away throw away

*Our medicines have not done away’ disease.*

*All of this can, of course, be explained away with for other reasons.*

*The sun’s warmth began to fade away.*

*She passed away within three weeks of her sister and mother.*

*30 million tonnes of refuse are thrown away in the U.K.*

*1 Eliminate is a more formal word for do away with.*

*2 You use pass away when you want to avoid saying the word ‘die’.*
1. Write the correct phrasal verb to complete the following definitions.

1. If something **fades away**, it slowly becomes less intense, frequent or common until it ends or disappears completely.

2. When you **get rid of** something you no longer want or need, you get rid of it, for example by putting it in the dustbin.

3. If you **show that it is not as bad or important** as people think.

4. To **explain away** something means to get rid of it or abolish it.

2. Match the phrases on the left with those on the right.

1. He was seen on TV later,  
   A. all the paperwork that is usually involved.

2. Her new-found enthusiasm for running  
   B. rather than throw them away.

3. Your husband sent the letter to us  
   C. shortly before he passed away.

4. She likes to keep things, even old things,  
   D. explaining away his department’s latest blunder.

5. It would be nice to do away with  
   E. will soon fade away.
3. Choose the best alternative from the phrasal verbs given to fill in the space provided.

1. Identity cards should be______________, everybody has a passport anyway.
   explained away done away with faded away

2. 'It was the last one my dad ever invented before he______________.' 'His final great work?' 'Exactly, Gordon.'
   passed away threw away did away with

3. He did not______________the pamphlet______________, but he kept it-in his desk.
   fade away throw away explain away

4. It was vague rumour which would______________and be forgotten.
   pass away explain away fade away

5. Well, how do you______________the fact that we lost so much money last year?
   explain away throw away fade away

Bad Jokes

5. Find the logical ending for each of the jokes beginning on the left.

1. They don't throw the rubbish away.
   A. Because it always went off when I was asleep.

2. Why did you throw your alarm clock away?
   B. The people who couldn't sell their threw them away.

3. I did my first television show a month ago, and the next day five million sets were sold.
   C. They make it into television shows.

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C. **Other meanings**

get away with  hide away  put away  work away  write away

*I'm not going to allow Anne to *get away with* an offensive remark like that.*

*He looked at his drawings of the rocks and *hid* them away gain.*

*Hamish began to *put away* a vast load of shopping he had brought home.*

*They haven't stopped, they 've been *workings* away all day.*

*You just *write away* giving your name, address and enclosing three tokens.*

'You again, Mr. Philbean? Dear me, dear me, don't you ever *get away with* anything?'

1. **Write the correct phrasal verb to complete the following definitions.**

1. If you________something__________, you put it in a place where nobody else can find it.

2. If you__________, you continue working hard for a long time.

3. If you________something__________, you place it tidily somewhere, for example in a cupboard, drawer, or pocket.

4. If you__________to a company or organization, you send them a letter asking for a product or information.

5. If you__________something that you should not have done, you are not criticized or punished for doing it.

---

1 Beaver away, slave away, slog away, and toil away mean almost the same as work away. These verbs are often used in a continuous tense.

2 Send off and send away mean almost the same as write away.
2. Match the sentences and phrases on the left with those on the right.

| 1. You see, I may need somewhere          | A. on the nose and got away with it. |
| 2. Why don't you write away              | B. to hide away for a week or two.   |
| 3. He had punched a teacher              | C. I've been working away at a book. |
| 4. What have you been doing with yourself? | D. the two of us drying and putting away. |
| 5. We washed up in silence, Lally        | E. to them and ask for a catalogue?  |

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Write the correct form of the appropriate phrasal verb in the space provided.

1. I was able to keep warm as I __________________ in the snow.
2. He could make the most outrageous statements and somehow_________________ it.
3. Albert folded the newspaper neatly and __________________________ on the side table.
4. I had to ___________________ the presents______________________ in the bedroom, so that the children wouldn't find them.
5. ________________________ for it. It's cheaper by mail-order anyway.
3. Write a paragraph on the topic of your choice, including at least one example of each of the phrasal verbs you have just studied.

**AWAY**

Revision exercises

1. Choose the best alternative from the phrasal verbs given to fill in the space provided.

1. You should _______ those and get a pair of these.
   - pass away
   - throw away
   - run away
   - do away with

2. In cross-examination Mr. Stewart tried to _______ the Police interest in Waddell.
   - work away
   - fade away
   - explain away
   - get away

3. I've been _______ on this project for the last two weeks.
   - working away
   - giving away
   - putting away
   - getting away with

4. We cannot _______ from the fact that a child is primarily an egoist.
   - pass away
   - break away
   - take away
   - get away

5. You cannot _______ violence by using violence.
   - break away
   - do away with
   - keep away
   - pass away

6. Even a baby senses, I think, that she shouldn't be able to _______ such tyranny. The habit is usually easy to break.
   - run away
   - hide away
   - do away with
   - get away with

1. Australia, after it had _______ from Antarctica, continued to drift northwards.
   - Run away
   - faded away
   - broken away
   - put away

8. You can _______ $2,000 a year tax-free.
   - explain away
   - write away
   - give away
   - work away

2. Now see if you can remember the meanings of AWAY and the phrasal verbs you have been practising. Some of the letters have been filled in to help you. You can check your answers by looking at the list on page 1.

   A  Withdraw and   B  D_s pp_ing and   C  Other meanings
   S_p ating

   d _______ away
   g _______ away
   g _______ e away
   k _______ paway
   r _______ away
   t _______ e away

   (Collins COBUILD Dictionary of Phrasal Verbs Work Book, pp. 1-8)
APPENDIX – 7.a

POST-TEST FOR STUDENTS OF ENGLISH AT SUDANESE UNIVERSITIES

(3RD YEAR STUDENTS)

Time: 3 hours

Answer all the questions, in the spaces provided.

Question one

A. Passage Completion

Complete the passage by choosing the suitable multi-word verbs from the following list (the 20 blanks should be filled by all the 20 multi-word verbs given in the list):

- pulled up
- get away with
- rang up
- got up
- held on
- got out
- put...up
- washed up
- see to
- switched off
- passing around
- got in
- set out
- get in
- burn down
- ring up
- break in
- locked up
- pick up
- switch off

We _1________early and had breakfast at 7.30. After breakfast my sister Alice _2________while I got out the car. We _3________at 8.30 and drove first to Mr.Pitt’s house to _4________his son Tom who was coming with us.

Suddenly Alice Said, ‘Good heavens! I forgot to switch off the iron.

We’ll have to go back or it will start a fire and _5________the house.

I said, ‘Let’s try to _6________our neighbour, Mr.Smith, first and see if he can get into the house and _7________the iron.’
'But he won't able to _8_________' said Alice. 'The house is 9__________.'

'Then he'll have to _10__________' I said.

So, I _11__________ Mr.Smith, who said that he'd _12__________ the matter. I _13__________ while he went to do this, and very soon I heard his voice, saying, 'it's all right. I _14__________ through a window you'd left open and _15__________ the iron. No damage was done.' I thanked him warmly and we went on with our journey, much relieved.

We stopped at 1.00, _16__________ of the car and picnicked by the side of the road. Alice was just _17__________ the sandwiches when a police car _18__________ beside us.

'You mustn't park here', said the policeman. It is a clear way'. 'I explained that I was a foreigner, so he said, 'Well, I'll let you off this time, but don't do it again. You mightn't _19__________ it another time'.

However, we did get to Stratford in the end and went to the house of Mr.Brown, who had promised to _20__________ us__________ for the night.
B. Transformation

Passive forms

Transform the following sentences into passive (when transformation can not be applied, write ‘not possible’).

1. The police have cleared all our characters.

2. George had spilled the beans.

3. The state should foot the bill.

4. The boss caught Steve napping.

5. We need to make more room on TV schedules for serious drama.

(ii) Nominalized forms:

Rewrite the following sentences changing the underlined multi-word verbs into nominalized forms (derived noun-forms). When transformation can not be applied, write ‘not possible’.

1. His promotion has stepped up their social status.

2. They have mixed up the exam papers.

3. She cleaned out the place thoroughly.

4. Building workers walked out.

5. A group of jet fighters flew past.

(5 Marks)
Question Two: Substitution

Give the meaning of the underlined idiomatic expressions in the given spaces, by choosing the suitable definitions / synonyms from the following list.

to say goodbye  

hopeless situation  

to distribute freely  

to be interested in  

to believe  

eventually  

to discuss with  

coopération  

experienced worker  

to happen  

sincere  

one's entire energy  

to discuss informally  

selfish  

to raise a subject with  

to criticize  

common workers  

suddenly  

1. I thought John and Mary were happy, but they recently got a divorce; how did it come out?
2. If you want to get ahead in life, you have to work hard and save your money.
3. At first the students in my class were too noisy, but eventually they settled down to work.
4. When I graduate from college, I'd like to go into nursing and health services as a full-time career.

5. I was very surprised when I ran across Joe, an old friend I had forgotten, in the supermarket.

6. He tried to change my mind for over an hour, but I stuck to my own opinion.

7. Some people go in for sports like football, while other people go in for hobbies like reading.

8. You can look up to a teacher who really wants to help you and always does his or her best.

9. Her social schedule was very busy, and she liked to be in on every party or activity.

10. Sometimes a business will give away free samples of their product so that people can learn about it.

11. The tour organization called off the trip because so few people showed up at the first orientation meeting.

12. It was too dark to make out the letters on the sign far ahead.

13. Tom's parents were taking off a week for a trip, so he went to the airport to see them off.

14. Now I can't go to parties every night like I used to because my job and family really tie me down.

15. Before we talk over the plan with the president, kick it around for a while with your assistants whenever you have some time.
16. The support of other scientists lends strength to the scientist's new theory.

17. I put freedom above money because, without freedom, money doesn't mean anything.

18. The teacher found fault with the student because he didn't do his homework and often slept in class.

19. Most people think that marriage is important, but happy bachelors would laugh and make light of it.

20. You shouldn't doubt him when he claims that he's telling the truth; take him at his word.

21. After the criminal told all the details of his crime, the police were able to lay the crime to rest and file it away.

22. He wanted to go into the matter more deeply so he asked to talk it over with me next week.

23. Since the manager knew nothing about the proposed project his secretary filled him in on the important facts.

24. I have no authority to approve your plan; you'll have to take it up with the president before you proceed.

25. The volunteer was so dedicated to the politician that he put his heart and soul into all his work.

26. Before going on vacation, Joe had quite a few odds and ends to take care of, like loan payments and various errands.

27. Although the supervisors and managers received salary increases, the rank and file didn't.
28. If the couple believes in give and take, they can solve most of their disagreements.

29. I had a close call when a big truck nearly hit me as I was crossing the street.

30. My friend thinks he's a big shot because he has some responsibilities in the city mayor's office.

31. Because Mr. Smith knows the ins and outs of plumbing, he's an old hand at it.

32. I'm afraid that there's no way we can fix your old car; you'd better get rid of it because it's a lost cause.

33. In the difficult court case, the judge's decision was fair and square for both sides.

34. It takes me a long time to save enough money for a nice vacation, so such trips are few and far between for me.

35. The maid took a long time to make the dirty kitchen spick-and-span.

36. The politician's speech was surprisingly short and sweet; it only lasted ten minutes.

37. I don't believe in telling white lies, so I had a man-to-man talk with Joe about our problem.

38. After the handsome student became a football star, he became very stuck-up and wouldn't have small talk with any of his old friends.

39. Some people are able to quit all at once and never consider the idea of smoking again.

40. Although people would like to live forever, everyone has to die sooner or later.
QUESTION NO.3: ERRORS IDENTIFICATION
Which of the following sentences are correct and which are not: Indicate your answers by ticking (V) the correct sentences and crossing (X) the wrong ones, in the given boxes.

1. The company fell through its plan.  
2. The company’s plan fell through.  
3. The chairman early showed up.  
4. The chairman showed up early.  
5. Because she is my friend, I believe in her.  
6. Because she is my friend, I believe in.  
7. I greatly look forward to my vacation.  
8. I look greatly forward to my vacation.  
9. I look forward greatly to my vacation.  
10. I look forward to greatly my vacation.  
11. We were having a conversation but he broke in.  
12. He broke in our conversation.  
13. The lawyer stuck it to.  
14. The lawyer stuck to it.  
15. The student found out the answer quickly.  
16. The student found the answer out quickly.  
17. The student quickly found out the answer.  
18. The student found quickly out the answer  
19. The student found out it quickly.  
20. The student found it out quickly.
21 Tom took unfair advantage of his friend.
22 Tom took unfair disadvantage of his friend.
23 I got out many ideas of the conference.
24 I got many ideas out of the conference.
25 How many students make up this class?
26 What is the make-up of this class?
27 Before going on vacation, I accomplished an odd and end.
28 Before going on vacation, I accomplished some odds & ends.
29 These people are my fleshes and bloods.
30 The judge's decision was quite fair and square.
31 The judge's decision was quite fair or square.
32 The hotel's kitchen was very span-and-spick.
33 The hotel's kitchen was very spick-and-span.
34 Jill is quite level-headed.
35 Jill has a level head.
36 Jim looked high and low for the book.
37 Jim looked for the book high and low.
38 I like to go now and again to the beach.
39 I like to go to the beach now and again.
40 Now and again I like to go to the beach.

(20 Marks)
QUESTION NO. 4 : MULTIPLE-CHOICE

Choose the idiom, which has the best meaning in the context below, *by drawing a circle round the letter of the correct answer.*

1. If you weren't so careless, your typewriter wouldn't.........................
   a-break down
   b-come about
   c-break in
   d-break out

2. When Mary finally.......................we were able to leave immediately.
   a-got around
   b-came about
   c-showed up
   d-came in

3. If you have any questions while I'm talking, feel free to......................
   a-look on
   b-come up
   c-break in
   d-break out

4. What a surprise it was to.....................Joe after so many years.
   a-run across
   b-show up
   c-run over
   d-show in

5. He went back to work after he had.................................
   a-gone without
   b-fallen through
   c-died down
   d-gotten over

6. Small streams can.........................rivers when winter snow melts.
   a- part with
   b-turn into
   c-go without
   d-fall through
7. You really cough too much; you should ____________ smoking.
   a- take after
   b- go in for
   c- cut down on
   d- try for

8. If you stick to your promise, you'll undoubtedly ____________ it.
   a- live up to
   b- fall through
   c- come to
   d- come on

9. The thief had to ____________ the police because they were all around him.
   a- work up to
   b- run across
   c- look out for
   d- live up to

10. When the noise ____________, I began to speak.
    a- broke in
    b- died down
    c- went without
    d- broke out

11. The teacher is reading his lecture too quickly so I can't ____________ his ideas.
    a- catch on
    b- hold up
    c- hold on
    d- keep up with

12. There's too much noise here for me to study. I can't ____________ it.
    a- go through
    b- think over
    c- point out
    d- put up with

13. If you put off your work, you can't ____________ it.
    a- kick around
    b- carry out
    c- point out
    d- tie down
   a- keep...up
   b- hold...on
   c- carry...out
   d- tie...down

15. When the noise died down, the professor...............the next subject of discussion with the student.
   a- filled in
   b- got ahead
   c- took up
   d- took in

   a- tell...apart
   b- confuse...with
   c- put...above
   d- devote...to

17. He looks familiar; who does he.......................?
   a- confuse with
   b- take after
   c- give off
   d- give up

18. This book carefully...the subject of poverty in the Third World.
   a- goes into
   b- touches on
   c- turns to
   d- engages in

19. If the problem is serious,......................it; don't ignore it.
   a- put above
   b- take a stand on
   c- take advantage of
   d- make light of
20. How did such a bad mistake ......................... ?
   a- bring about  
   b- give up  
   c- fall through  
   d- come about  

21. Your support for me would ................. truth .............. my claim in court.
   a- put ... above.  
   b- bring ........ up  
   c- lend....to  
   d- bring.... about  

22. He carried out his tasks very well, I think everyone should .................. him for his fine effort.
   a- go in for  
   b- look up to  
   c- get through to  
   d- look up for  

23. Why is it hard for me to ................... this difficult book?
   a- make sense of  
   b- lose track of  
   c- keep up of  
   d- take advantage of  

24. He's ignorant of our plans; let's ............... him ............. them.
   a- turn .... over to  
   b- leave ... to  
   c- fill....in on  
   d- leave ....up to  

25. My .................. were very kind to me when I was seriously ill.
   a- heart and soul  
   b- rank and file  
   c- wear and tear  
   d- flesh and blood  

26. The criminal knows the .................. of successful robberies.
   a- part and parcel  
   b- ins and outs  
   c- ups and downs  
   d- rank and file
27. Reaching a difficult agreement is a matter of
   a- give and take
   b- odds and ends
   c- part and parcel
   d- ins and outs

28. It feels good to relax after you accomplish some necessary
   a- eager beavers
   b- odds and ends
   c- part and parcel
   d- pins and needles

29. Most of the in this country do not work very seriously or productively.
   a- old hands
   b- rank and file
   c- eager beavers
   d- flesh and blood

30. When I make a final decision, I never have any
   a- close calls
   b- pins and needles
   c- second thoughts
   d- ins and outs

31. If you're too with your money now, you'll have nothing saved for your old age
   a- big shot
   b- free and easy
   c- spick-and-span
   d- old hand

32. It was amazing that she was so soon after her accident.
   a- lost cause
   b- part and parcel
   c- spick-and-span
   d- up and about

33. Because the rain destroyed her weekend plans, Miss Jones half-heartedly did some around the house.
   a- wear and tear
   b- odds and ends
   c- give and take
   d- ins and outs
34. The international nuclear crisis was ................ until the very end.
   a- touch and go  
b- clear-cut  
c- hull and void  
d- spick-and-span

35. Tom is more than ....................... he's basically just very lazy.
   a- narrow-minded
   b- easy-going
   c- easy and free
   d- high and low

36. Wouldn't it be nice if we could eliminate all war and voilence ................
   a- for now
   b- for good
   c- time and again
   d- now and again

37. there are more similarities between various people of the world than there are differences.
   a- Ins and outs
   b- Sooner or later
   c- Odds and ends
   d- By and large

38. The judge declared the new law ................ because it was discriminatory.
   a- null and void
   b- all at once
   c- cut and dried
   d- by and large

39. Are you being ................ when you insist on such a narrow-minded decision?
   a- last straw
   b- dear-cut
   c- fair and square
   d- all-out

40. At first I accepted his suggestion, but later I had ........ about it.
   a- second thoughts
   b- heart and soul
   c- small talks
   d- fair and square

(20 Marks)
Question No.5
A - sentence writing

Answer each question or statement by using the idiomatic expression in a meaningful, grammatical sentence.

1. Explain why a plan might fall through.

2. How did your desire to learn English come about?

3. When a vocabulary word is very difficult, how do you try to catch on?

4. How often do you run over your classwork at home?

5. When was the last time that you ran across an old friend?

6. Do you stick to your plans or do you often let them fall through?

7. Whom do you turn to when you have a problem?

8. What problem in your native country would you do away with, if you were the country's leader?

9. What was the most recent task which you put off?

10. In your family, who do you look up to?

11. Why should students carry out their assignments completely?

12. What responsibilities tie you down?
13 What do you put above your own interests?

14 Why would a person try to make light of an important problem?

15 What does a driver have to keep an eye on?

16 How do you lay your problems to rest?

17 How would you bring someone around to your point of view?

18 Who should you leave medical decisions up to?

19 How do people put wear and tear on their cars?

20 In what situation would you be on pins and needles?

21 Why is it important to know the ins and outs of your work or job?

22 Why do some people think that politicians are full of hot air?

23 When did you have second thoughts about something?

24 Which of your activities are few and far between?

25 What kinds of books do you usually find cut and dried?

26 Why are races more interesting if some racers are neck and neck?

27 When should you make an all-out effort to help someone?
What world problems should be eliminated for good?

Why are all languages changing little by little?

What bad habit would you like to stop sooner or later?

B. Paraphrase the following passage:

One day Bill was really down in the dumps. His friends all seemed to be sitting pretty. They were not beating down doors to find ways to get movie money. Bill and his mother had a heart-to-heart talk about it. Bill's mother promised to pay him if he would lend her a hand in the kitchen. Bill was all thumbs, but he agreed. When his mom took the first bite of his meat loaf, he was on pins and needles. She loved it. "Here", she said as she gave him the money. "Step on it, or you'll be late."
APPENDIX 7.b

POST-TEST

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APPENDIX - 9

Harmer 1983: Materials evaluation form

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A - Practical considerations

1. Is the price of the materials appropriate for your students?
   Yes          No
   Comment

2. Are the integral parts of the materials (coursebook, tapes, teacher's book, etc. available now?
   Yes          No
   Comment

B - Layout and design

1. Is the layout and design of the materials appropriate for your students?
   Yes          No
   Comment

C - Activities

1. Do the materials provide a balance of activities that is appropriate for your students?
   Yes          No
   Comment

2. Is there a sufficient amount of communication output in the materials under consideration?
   Yes          No
   Comment

3. Do the materials provide enough roughly-tuned input for your students?
   Yes          No
   Comment
4. Is 'new' language introduced in motivating and realistic contexts?
   Yes  No
   Comment

5. Where the materials encourage practice, is the practice motivating for your students?
   Yes  No
   Comment

D - Skills
1. Do the materials include and practice the skills your students need?
   Yes  No
   Comment

2. Do the materials have an appropriate balance of skills for your students?
   Yes  No
   Comment

3. Is the practice of individual skills integrated into the practice of other skills?
   Yes  No
   Comment

E - Language type
1. Is the language used in the materials realistic - i.e. like real-life English?
   Yes  No
   Comment

2. Is the language used in the materials at the right level for your students?
   Yes  No
   Comment

3. Is the language in the materials the right type of language for your students?
   Yes  No
   Comment

4. Is the progression of 'new' language appropriate for your students?
   Yes  No
   Comment
F — Subject and content

1. Are the subject and content of the materials relevant to the students' needs?
   Yes  No
   Comment

2. Are the subject and content of the materials realistic at least some of the time?
   Yes  No
   Comment

3. Are the subject and content of the materials interesting for the students?
   Yes  No
   Comment

4. Is there sufficient variety for your students in the subject and content of the materials?
   Yes  No
   Comment

G - Guidance

1. Do the materials contain clear guidance for the teacher about how they can be used to the best advantage (for example in a teacher's book)?
   Yes  No
   Comment

2. Are the materials clearly written for your students and are the objectives clearly stated for both students and teacher?
   Yes  No
   Comment

H – Conclusion

1. Would you recommend adopting (or continuing with) these materials for your students?
   Yes  No
   Comment