

Section 8 various structures with verbs

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language notes

This is an area where it is unfortunately difficult to give useful general rules. Possible structures vary from one verb to another, so that a good dictionary is often more helpful than a grammar.

Note that the **make + noun/pronoun + adjective** structure isn't normally used where a common verb is available, so students should be careful not to generalise it too far.

**She made me surprised.*

possible further activities

Reactions to people (1) Get students to write a few sentences on the following pattern:

People who ... make me happy/nervous/tired/cross/angry/furious/sick.

Reactions to people (2) Get students to talk or write about somebody they know, on the following pattern:

I regard X as ...

(Examples of possible continuations: a really good friend / somebody you can trust / almost a brother/sister / an expert on .../ unreliable / a complete idiot.)

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language notes

The difference between phrasal and prepositional verbs may be difficult for some students to grasp (and is only really important in so far as it affects the word order with objects). However, most advanced students probably have a feeling for how these verbs work, and are unlikely to make mistakes like:

**I wandered the street up.*

or:

**Can you clean up it all?*

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possible further activities

Finding more examples Get students to look through a newspaper or magazine and find five more examples of prepositions and five more of adverb particles.

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possible further activities

Quick revision Say the following verbs – students tell you the preposition that follows. As a follow-up, they can do it for each other in groups.

believe (in) insist (on) translate (from/into) specialise (in) spend (on) rely (on)
suffer (from) consist (of) focus (on) depend (on) divide (into) crash (into)
discuss (no preposition) operate (on) marry (no preposition)

Personalisation Students complete one or more of the following sentences:

I often dream of ...ing ...

I'd like to specialise in ...
I (don't) believe in ...
I've never suffered from ...

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language notes

See note to students on page 110. Students and teachers often regard phrasal verbs as a grammatical problem area, and spend a lot of time working on lists of them and comparing, say, *turn up, turn off, turn out, turn down* etc, or *turn up, give up, break up, hold up* etc. Phrasal verbs may certainly need some special attention: if students don't have a similar structure in their mother tongues, they are likely to avoid phrasal verbs and prefer one-word verbs (saying for example *postpone* rather than *put off* or *arrive* rather than *turn up*). However, apart from the word-order question, we feel that phrasal verbs are best seen as vocabulary – just words which happen to have a space in the middle – and are best learnt separately as they arise, like other kinds of vocabulary. Trying to learn *turn up, turn off, turn out, turn down* etc together is a bit like trying to learn lists of single words that begin or end in the same way (e.g. *recite, recipient, recidivism, reciprocity* or *illusion, diffusion, infusion, profusion*): a guaranteed recipe for confusion.

possible further activities

Acting out phrasal verbs This is quite a difficult exercise, but students who like miming/acting may enjoy it. Display the following list of phrasal verbs and make sure students know them all. Then put students in pairs or groups of three and ask them to act out situations illustrating one of the phrasal verbs. They can speak if they want to, but they can't use the verb. The class has to say what each phrasal verb is.

come back go away hurry up pass around wash up fool about
look round run away come in write down run out (of something) call off
crack up turn down make out tell off turn on back up clean up
throw away change round run into put off look out pick up cut up
tear up break off

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language notes

Most students at this level should have little difficulty with the basic grammar of two-object verbs. Passive structures with these verbs may still cause trouble: see page 79.

possible further activities

Presents Students say what presents they gave other people for their birthdays or on other occasions. ('I gave my father some music for his birthday.')

Vocabulary expansion: memory game Everybody in the class gives you something (as many different kinds of thing as possible). Make sure everybody knows the names of the various things. Then put the things where the students can't see them. Students work in pairs and try to write sentences saying what everybody gave you. Can they remember everything? ('Sandra gave you a lipstick. Peter gave you a pen. Lee gave you his watch. ...')

→ Section 8 continues

language notes

Continuing mistakes with these structures may reflect the grammar of the mother-tongue equivalents:

**Make pay them for the extra time we spent.*

**I must get repaired my watch.*

**When did you last make/let service your car?*

possible further activities

Having/getting everything done Students imagine that they are very rich. They write sentences to say what they have/get done for them. ('I have my bed made by the servants.' 'I get all my love letters written by my secretary.')

Memory test Tell students to do a number of things in quick succession. For example:

stand up turn round look at the ceiling jump stand on one leg

smile laugh sing cough cry sit down close your eyes open your mouths

go to sleep wake up touch your hair clap your hands

Then (as a class, or in pairs or groups of three) they must try to remember everything that you got them to do. (Saying 'You got us to ...' for each action.)